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ABSTRACT

This document presents the proceedings of the 2000 annual meeting of the Association for Continuing Higher Education (ACHE). Part 1 contains the text of the presidential address, "Building Solid Communities within Higher Education" (Nancy Thomason), as well as summaries of the following addresses: "Riding the Rapids of Change: Survival Tactics for a New Century" (Fran Solomon); "Knowledge, Learning, and the New Economy: A Collision Course?" (Paul Tiffany); and "Minority Affairs Network Luncheon [Address]" (Lori Arviso Alvord). Part 2 contains texts or summaries of the meeting's 29 concurrent sessions. Selected presentation titles are as follows: "The Development of a Multi-Point Criteria for Assessing Learning Outcomes from Web-Based Courses" (Edmund J. Ferszt); "Victim Assistance as a Profession: Implications for Adult Education" (Thomas Underwood); "Finding, Managing, and Maintaining Talent" (Alan Chesney); "How to Market on the World Wide Web" (Karen Vignare); "Is E-Learning Distance Learning?" (Donald L. Williams); "All the World's a Stage: Comparative Models of International Education" (Archibald M. Fleming); "How to Plan for Retirement" (Debbie Cox-Bell); "How to Develop and Delivery Non-Credit Web-Based Courses" (Susan Elkins, Joyce Wilkerson); "How to Create Profitable Conferences" (Helena Douglas); "Developing Creative Adult Student Services and Programs" (Lois MacNamara); "How to Promote Adult Student Persistence" (Walter Pearson); "Negotiating to Win-Win" (Jay Halfond); "Business Literacy: Making Sense of Financial Statements and Terminology" (Dan Dowdy); "Collaborating for

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Research" (Raymond W. Campbell); "How to Design a Web Page" (Natalie Thurmond); "How to Design and Deliver a Completely On-line Class" (Robert Stokes); "Academic Advising: Hot Issues and Current Strategies" (Raymond W. Campbell, Heather A. Blackburn); and "Accelerated Degree Programs: Doing 60 mph in a 20 mph Zone!" (Honour Moore, Rob Willey, John Kokolus). Part 3 consists of documents generated during the ACHE business meeting and appendixes listing members of various ACHE networks and committees. (MN)

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ACHE

PROCEEDINGS

Sharing the Vision, Leading the Way: Continuing Educators in the New Millennium
Association For Continuing Higher Education
62nd Annual Meeting • Myrtle Beach, South Carolina • October 14-17, 2000

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ACHE
Proceedings

Sharing the Vision, Leading the Way:

Continuing Educators in the New Millennium

Association For Continuing Higher Education, Inc.
62nd Annual Meeting • Myrtle Beach, South Carolina • October 14-17, 2000

Irene T. Barrineau
Editor

Preface

The 2000 *Proceedings* of the Association for Continuing Higher Education are presented herein. These *Proceedings* record the 62nd Annual Meeting of ACHE held in Myrtle Beach, South Carolina. The theme, *Sharing the Vision, Leading the Way: Continuing Educators in the New Millennium*, was created by Patricia A. Lawler, President of ACHE. Lawler said in her welcome address:

> "The theme offers us the opportunity to rely on our rich history and experience in continuing higher education while we shape our profession for the future. As we settle into the 21st century we must generate new strategies to meet the changes ahead of us. As persuasive leaders in the profession of continuing education, we must not only respond to our changing education context, but we must find opportunities to create a new vision of education for the learners we serve and the organizations in which we work."

Tish Szymurski and her 2000 Program Committee provided the Association with a "diverse, substantive, current, practical" and—most important—playful program.

The Local Arrangements Committee, under the leadership of Peter Balsamo, added flavor and festivity to the program through trips and tours of the Grand Strand. Myrtle Beach was certainly an ideal setting to relax, learn and grow.

My special thanks to Michele Shinn, Director of Distance Learning and Computer Training, Division of Continuing Education and Economic Development, Trident Technical College, for her assistance in editing these *Proceedings*.

Please accept these Proceedings of the Association for Continuing Higher Education's 62nd Annual Meeting.

Irene T. Barrineau, Editor
ACHE Proceedings

Table of Contents

Part One: Addresses

Presidential Address
Building Solid Communities within Higher Education 6
General Session I
Riding the Rapids of Change: Survival Tactics for a New Century 8
General Section II
Knowledge, Learning, and The New Economy: A Collision Course? 8
General Session III
Learning to Embrace Technology as a Non-technical Professional 8
Minority Affairs Network Luncheon 8

Part Two: Concurrent Sessions

Global Trends Impacting Corporate Education 10
Managing Multiple Priorities 10
ACHE Research Grant Recipients' Presentations 10
Victim Assistance as a Profession: Implications for Adult Education 11
Finding, Managing and Maintaining Talent 12
Thinking Sideways 13
How to Market on the World Wide Web 13
Is E-Learning Distance Learning? 14
Continuing and Distance Education as a Catalyst for Change 14
All the World's a Stage: Comparative Models of International Education 15
Think First—Then Decide: Critical Thinking for Effective Decision Making 16
How to Work Effectively with Corporate Trainers 16
Strategies for Successful Strategic Planning 16
How to Plan for Retirement 17
How to Develop and Deliver Non-Credit Web-Based Courses 17
How to Create Profitable Conferences 18
Developing Creative Adult Student Services and Programs 21
How to Manager the Downsized Student 21
How to Fulfill Enrollment Prophecies: Visions of Non-Credit Success 21
How to Promote Adult Student Persistence 22
Negotiating to Win-Win 25
Business Literacy: Making Sense of Financial Statements and Terminology 26
Reliable Market Intelligence: The Cornerstone to Market Responsiveness 26
Collaborating for Research 26
How to Design a Web Page 27
How to Design and Deliver a Completely On-line Class 28
A Fresh Approach to Older Adult Programming: Reconnect and Rejuvenate 28
Academic Advising: Hot Issues & Current Strategies 28
Accelerated Degree Programs: Doing 60 mph in a 20 mph Zone! 29

Part Three: Business Meeting and Appendices

Sixty-Second Annual Meeting 32
Membership Report 34
Income Financial Summary 36
2001 Budget 38
Resolutions 2000 39
Nominations Committee Report 40
Publications Committee Report 41
Research Committee Report 41
Community And Two-Year College Network 42
Network Team For Instructional Technology And Distance Learning 42
Marketing Network 43
Minority Affairs Network 43
Older Adult Learning Network 44
Professional Development Network 44
Region IX Report 44
Program Committee 45
Officers, 1999 – 2000 46
Regional Chairs 46
Roll Of Past Presidents And Annual Meetings 47
Citations For Leadership 49

Part One: Addresses

Presidential Address

Building Solid Communities within Higher Education

Presenter: President-Elect Nancy Thomason, East Central University

Good afternoon. I don't know about you, but everything has been perfect so far—the ocean, the weather, meeting old friends, and making new friends. However, we must now turn our attention to next year when we will be in Vancouver. I assure you Vancouver will be a destination and conference to remember.

The theme for next year is "Building Solid Communities within Higher Education: Takes Leadership, Connections and Commitment. I chose this theme for several reasons.

First, a long time ago I graduated with a Bachelors in City Planning. So you can see the concept of communities, how they are planned and work, and how they survive has long been a passion of mine.

Next, universities are like cities. Universities are built on small communities which act as a large city and to be successful, all the pieces must fit together and work in harmony. The question we need to ask and try to find answers in Vancouver is, is the University, and particularly Continuing Education, still working and effective? What will our future be and how will it evolve in the 21st Century?

Before we delve into scrutinizing the University's viability, let's take a moment to look at the history of cities. For years the central business district/downtown area was the vital hub of any community—everything centered around what was happening within just a few blocks. People ate at restaurants, stayed at hotels, shopped, did their banking, etc. As America thrived, communities grew and prospered.

For years everything went smoothly, but then communities started hitting some rocky spots. What were those rocky spots? As I outline some reasons for the cities downfall, I think you will be able to see a correlation to institutions of higher education, as I am not the first to correlate cities and universities.

One, leadership of communities forgot their customers. As long as customers came in mass to the downtown, there was no problem; the problem started when the customers no longer made the trek to the downtown area. How many stores do you know in your hometown who have left a downtown location, because there were no customers? Are students leaving your institution? And if so, why?

Another bump. WWII. During WW II new homes were not built, because supplies and manpower were not available. After the war when thousands of service men returned, there were not enough houses available within already established communities. What happened? The suburbs. Thousands of people started living in communities outside of established communities. What new "burbs" are taking students away from your institution?

The next bump. Shopping malls. The families who moved to the burbs started demanding services be located in the communities near their homes. Why should they drive miles to buy an item which was just available at the downtown department store? Is that not a familiar request from students wanting distance ed classes in their home communities? Why should they drive to campus when technology can bring the classes to them?

Other bumps. Inadequate transportation or no place to park once you got downtown.

Thus, due to several innovations and happenstance in history, the decline of the downtown city area started spiraling down until today the central business districts of many towns and communities are empty shells. No one comes to the CBD, it is no longer the happening place! Thus, today community leaders are working furiously throughout the United States struggling to salvage the last remnants of their communities or to recapture the once thriving community they enjoyed for years. Some communities have been successful; some have not. Of the cities that have successfully recaptured the heart of their downtowns, what have they done? They have had leadership who have been innovative and taken a chance. One successful example is Vancouver, our host city in 2001. In 1986, the community leaders wanted to improve their city, and thought scheduling the world's fair would be a catalyst to start development. They were right! Today, Vancouver is a noted progressive city built on a network of ethnic communities who work together and complement each other.

So what can Universities learn from cities? We must not underestimate the needs of our students and how we must meet those needs. If we keep a smug "status quo is good" or the "same time/same place" concept does not change, we will make the same mistake cities did.

The agenda for Vancouver is to come prepared to not only tackle burning questions, but to find answers. What are our burning questions? In 1999, Louis Phillips held focus groups and conducted a survey of ACHE's membership. These are ACHE's burning questions. How do we answer these questions? The starting point is to re-think how we do things or complete a procedure called "innovation of process."

To start this discussion, I want you to take a quick moment and think how you always answer this question when asked, "What do you do?" How do you answer that question? We usually answer with such responses as "I am an administrator." "I schedule non-credit classes for the community." "I teach college students." We usually explain the activities of our job, right? But, is that the right answer to the question, "What do you do?"

To illustrate how I think we need to answer that question and what subjects we will be tackling in Vancouver, I want to tell you a story. I am sure some of you have heard this story, but it is worth hearing again because it illustrates an important point.

Let's step back in time and pretend we are living in the early 20th Century. We live in a small community, and we have a modest home located on a tree-lined street. Women stay home and take care of their families. Get the time frame of which I am talking? At that time who was one of the most important people in the community? The iceman, the person who brought large chunks of ice in order to keep food cold in the icebox.

The key issue of this story is to ask the iceman "What is your job?" What is he going to say? He is going to look at us with this look in his eyes, scratch his head, and say, "I deliver ice." However, when we delve further into trying to really understand his job and his relationship with his customers, he will struggle with providing a better answer and usually re-state the obvious of what he does—deliver ice.

Now, let's ask the customers, "What is the ice man's job?" They are also going to give us a bewildered look and say, "He delivers ice." Again, when we try to get a more specific explanation, they might reply, " I want the ice on time, I want a whole block, one not half melted, and I don't want a mess on my kitchen floor."

So what is the real value of the iceman bringing ice to the home? It allowed people to have cold drinks; meat didn't turn green and slimy, etc. A vital need was met and basically everyone was happy. Now the tricky question. If everyone was happy, why don't we still have iceboxes in our homes? What happened? The answer is: New innovations kept happening which is the next critical component we will explore.

So, what happens when new innovations are introduced into any type of industry? Research unfortunately, shows us that every time a disruptive innovation is introduced into a successful system, few entities are able to make the transition unless they were large enough to survive the transition and can correct their mistakes using hindsight. Other examples? Rail never made it into the airlines; today telephone companies and cable companies are struggling trying to recapture their niche.

I do not think I have to tell you how disruptive innovations are currently impacting education. We in the continuing education business currently have tons of innovations popping up constantly—computers, e-mail, interactive TV classes, on-line classes. And, as I just said, we must remember history is not kind. History tells us there are few examples of "industries" that dominated a field preceding a disruptive innovation, making it to the other side successfully.

How does CE ensure we are the exception to history? The answer lies in understanding the fundamental issue of value proposition. The ice industry failed to understand that delivering ice was **not** the real value issue, it was just the activity of the day. The ability to keep food cold was the real value proposition.

Now, let's personalize this. Think back to how you described your current job and what you brought to the table of value. If you found yourself explaining activities, go back and ask yourself, "What is the real value of my job?" In education the real value of our job is to provide students with a quality education. How we deliver this education is just the activity of the day.

So, what do we do? How do we ensure we are not just "doing the activity of the day" but are delivering students with a quality education? We must get out of the box and come up with entirely new ways of delivering value. Unless we rethink of how we do things, we will keep doing the same things and have the same outputs. We must consider every new innovation that comes along and carefully scrutinize and judge the new innovation. Is it worthwhile, is not worthwhile, do we need to incorporate this new innovation, now, in a month, when? Aren't we all doing this right this minute with distance learning? Do we build more TV studios or are they now passe? Do we delve into on-line teaching? Do we wire buildings or will soon everything be wireless? What about accelerated classes—good or bad?

In conclusion, we are already in a maelstrom of activities and how do we exit gracefully and successfully with a workable plan? This is where next year's theme enters: "Building Solid Communities in Higher Education: Takes Leadership, Connections, and Commitment." I am sure all of you have heard the new buzz words such as "Communities of Interest and Practice." It is when people with common interests gather together and capture the expertise of all. The collective information is then used to determine long range views, future trends and directions, etc. These communities require no administrative structure and can disband as soon as their mission is obtained.

In Vancouver, I want us all to come together—like a town meeting—and start putting together "Communities of Interest and Practice" so we can ensure institutions of higher education and particularly continuing education remain strong and viable. And for this town meeting to be successful, it takes all of us. Everyone, and I mean everyone, must have a voice. It is not just a time for "leaders" to come and share their views. It means you—a new program coordinator, an academic advisor, a faculty member, everyone—must come and share their thoughts. It is the only way Continuing Education will be able to sort out all the disruptive innovations bombarding us and ensure we keep our eye on the most important piece which is the issue of value proposition. We

need to answer "why" we do things, and not "how" we do things.

In closing, I invite everyone to Vancouver. If you are not there, the picture won't be complete. It is your input in Vancouver we need, and we need it desperately.

Thank you.

General Session I

Riding the Rapids of Change: Survival Tactics for a New Century

Presenter: Fran Solomon, PlayFair

In today's high-tech, over-amped world, learning to thrive in the face of constant change is essential to our survival. How do we take our work seriously and at the same time take ourselves lightly? Laughter and positive emotions not only help to combat stress, foster teamwork and generate creative thinking but also help us to live longer, healthier lives. Foster a lighthearted and productive workplace through tried and true principles. The happiest and most successful people habitually seek out and create opportunities for creativity and teamwork.

General Session II

Knowledge, Learning, and The New Economy: A Collision Course?

Presenter: Paul Tiffany, University of California, Berkeley and the Wharton School of the University of Pennsylvania

The American economy has undergone substantial change in the past ten to fifteen years, characterized best, perhaps, by the surge of "Silicon Valley" and the high-technology sector. The aggregate result has been a booming national economy that is the envy of the world today. Numerous firms that are associated with this "New Economy" have been re-writing the traditional "rules" of management, while others have either adopted the teachings or are being urged to do so immediately by consultants, management gurus, and just about everyone else. What are the implications of this revolution for traditional education? While specific technologies have already begun to penetrate curricula everywhere, these current movements are only the tip of the iceberg. The entire notion of continuing education and how it is acquired is under reconsideration.

General Session III

Learning to Embrace Technology as a Non-technical Professional

Presenter: Susan M. Rogers, Executive Vice President, WXXI Public Broadcasting Council

Minority Affairs Network Luncheon

Presenter: Lori Arviso Alvord, Dartmouth Medical School

Lori Arviso Alvord's presentation was based on her best selling memoir, "The Scalpel and the Silver Bear", which chronicles her journey as a Navajo woman from the southwest desert Navajo reservation to the education pathway of becoming a surgeon and now, associate dean of student and minority affairs at Dartmouth Medical School. Dr. Alvord described her efforts to integrate Navajo philosophies of healing with Western medicine to create a new way to look at healthful living, a concept the Navajos call "Walking in Beauty."

Part Two:
Concurrent Sessions

Global Trends Impacting Corporate Education

Presenter: Patrick McLaurin, Booz Allen

As the global marketplace becomes a reality, the search for not only the best minds but also the competencies needed to be effective in multinational organizations becomes critical. The presentation and discussion highlighted the challenges of preparing the next generation of leaders and workers for this environment. Participants were asked to examine their own preconceived notions of the multicultural workforce, as well as their own competence in understanding diversity issues.

Managing Multiple Priorities

Presenter: Laura Cornille-Canady, Learning Alliances Company

With smaller staffs and greater customer expectations, demands on employees have increased. Many employees of the new millennium will have multiple roles and even possibly work with numerous organizations. Technology has created new expectations on our abilities to meet deadlines more quickly—and in a greater variety of areas. Consider your perspective on "work," and stretch to a healthier and higher level of productivity and performance.

ACHE Research Grant Recipients' Presentations
The Development Of A Multi-Point Criteria For Assessing Learning Outcomes From Web-Based Courses

Presenter: Edmund J. Ferszt, University of Rhode

Much has been written about the use of asynchronous web-based distance learning and its potential to transform educational processes and educational institutions. The potential for web-based courses appears significant and a growing number of faculty are using this technology across many different disciplines and programs. In addition, web-based courses are being taught by both full and part-time faculty, and they are being offered to a very diverse student population

In spite of all this educational activity, the debate over the value of on-line courses continues. Bober (1998) asserts that much of this debate stems from the lack of instructional or evaluative models which faculty can draw upon. The College Board in its recent report on "The Virtual University" (1999) and the Institute for Higher Education Policy report "What's the Difference" (1999), both point to the lack of research about the effectiveness of distance learning and a dearth of criteria by which learning outcomes can be assessed.

This project proposed to develop criteria for an assessment model of web-based courses by examining what criteria faculty are actually using to assess their efforts and outcomes. In order to do this, a more extensive search of the literature, especially the on-line literature was conducted. In addition, in-depth interviews of faculty already teaching web-based courses were conducted. Five faculty members at the University of Rhode Island were selected across different departments and different disciplines who were teaching web-based courses at both the graduate and undergraduate level.

In order to determine what kind of criteria these faculty were using in practice, they were asked to describe the operations of their course, how the course had evolved, what they were pleased with, and when they saw problems arise, as well as, what they planned to change in future courses. In examining the results of these interviews, four elements of the educational situation were considered: the teacher, the learner or student, the technology and the outcomes.

Finally, the criteria emerging from the faculty interviews for what was effective or problematic was compared with espoused criteria from the literature. Three focus areas for assessment emerged: the design, structure and operations of the course, student and teacher interactions and student learning outcomes.

These three focus areas were used to develop a web-delivered data base survey which will be available on-line for faculty to use in the spring of 2001. The survey form itself is designed to both collect and disseminate data about how faculty develop and use

assessment criteria to increase the effectiveness of their own courses. Because the survey is electronically linked or delivered by a interactive data-based system, the information provided by faculty about their own criteria-in-use can be quickly analyzed or expanded. This kind of data-driven survey becomes a resource for those participating in as well as those conducting the survey.

The preliminary results emerging from the literature review and the faculty interviews suggest that while there may be a dearth of explicit assessment criteria in the literature, faculty are continuously assessing aspects and operations of their courses. However, much of this assessment is embedded in the context of practice and is not as easily accessible as are espoused theories-about-practice. Assessment in the context of practice tends to remain an implicit set of guidelines by which the teacher frames the situation, determines what "works" or what "doesn't work" and continuously adjusts the operation of the course or the mechanisms of interaction in keeping with their expectations. As teachers and students learn to have new expectations about the nature and operation of web-based courses, new assessment criteria emerges. For example, some faculty direct student behaviors, some faculty model behavior they would like students to imitate, and some faculty collaboratively work with students to develop mutually agreeable projects and processes that address both content and concept specific course outcomes. Assessment in each of these situations is conducted somewhat differently, and the purpose of the project is to surface and make explicit some of these differences.

For further information on how to participate in this project or to gain project results, please contact Ed Ferszt at eferszt@uri.edu.

Victim Assistance as a Profession: Implications for Adult Education

Presenter: Thomas Underwood, Washburn University

The occupation of victim assistance is a relatively new area that has its roots in social services, mental health, and criminal justice. It is an occupational area that while related to the mentioned areas, it offers a unique and valued service. In many regards, "victim assistance as a field" can be considered an emerging profession. The purpose of the research was to survey the attitudes of victim assistance practitioners toward professionalization.

The professionalization of victim assistance is an issue of significant concern for policy makers, employing organizations, and practitioners. It is also particularly relevent to adult and continuing education organizations as it serves "a central role in the education of professionals" (Cervero, Bussigel, Hellyer, 1985, p. 21). As an inherent and vital aspect of victim assistance professionalization, continuing education providers must be aware of the professional competencies, organizational dynamics, and societal expectations of this emerging profession.

The status of profession is both a social and an individual phenomenon. The social aspect refers to the occupation or the structure. These include (Wilensky, 1964): (1) creation of a full time occupation, (2) establishment of a training school, (3) formation of a professional association, (4) support of law, and (5) formation of a code of ethics. For the most part, application of these structural characteristics to the occupation of victim assistance suggests that as a whole there has been only marginal progress toward the structural components of victim assistance.

The individual aspect refers to ideologies or attitudes (Vollmer and Mills, 1966, Hall, 1968). It includes the ways in which individual members of an occupation view their work, and assuming a correspondence between attitudes and behavior, "then attitudes comprise an important part of the work of the professional" (Hall, 1968, p. 93).

Six attitudinal attributes have been identified (Hall, 1968; Schack and Hepler, 1979): (1) the use of the professional organization as a major referent, (2) belief in service to the public, (3) belief in self-regulation, (4) sense of calling to the field, (5) autonomy, and (6) belief in continuing competence.

Research suggests that there are various organizational and individual factors that may influence attitudes towards professionalization. These include: the type of organization in which a person is employed, age, education level, role in organization, membership in a professional association, and the extent of continuing education activity.

The purpose of the study was to provide information on the extent of support by victim assistance practitioners of six attitudinal indicators of professionalism as measured by a professionalization scale instrument and to assess the extent in which differences of responses were based on the mentioned variables.

A sample of victim assistance practitioners in the community-based organizations of domestic violence shelters and systembased organizations of prosecutor offices was surveyed to assess their attitudes towards professionalization. Survey data has been processed for descriptive statistics. Analysis of the data for inferential results is pending.

Demographic Data

As reflective of the field at large, most of the respondents were from community based organizations and were female with a mean age of thirty-five years. Sixty-seven percent of the respondents had a bachelors

degree or greater. Most of the respondents were not in an adminstrative role, and all but about a third were a member of some national, state, or local association. Four choices were available for estimated hours of formal continuing education in which the respondent participated in a year. Almost a third of the respondents only participated in an average of 12 hours or less a year which was 2 hours or less per month and slightly more than a third participated in 13 to 36 hours per year, which was 3 to 6 hours per month.

Professionalization Scale Data

The professionalization scale consisted of thirty questions reflecting the six attitudinal dimensions. The questions were scored one through five with one being the strongest association with the attitude and five being the weakest association.

A sample mean of the scale scores suggests that the sample holds moderately strong professional attitudes. With one being the score most strongly associated with the professional attitude dimension, all the mean scores are within the range of two with the score 2.01 being the strongest association with a professional attitude and 2.80 being the weakest. The scale, belief in continuing competence, was the strongest scale identified in the sample. This suggests that victim assistance practitioners believe that in order to maintain and adequate level of competence and to remain abreast of new concepts they must accept a personal commitment to continually extend professional knowledge.

The finding of such a strong association with these professional attitudes is somewhat surprising considering the relatively weak structural components in the field. Possibly anticipatory socialization explains this phenomenon. That is, the idealism of the practitioners drives the positive association with professional attitudes even though the structural supports are themselves just emerging to any significant extent. Another possibility is that individuals with a certain disposition and character are drawn to this very difficult and stressful area.

Recognizing these strong attitudes, it would seem that the structural elements identified need to be addressed to enhance the continued development of the field as an emerging profession. University programs should provide and/or enhance pre-service courses, degree programs, and continuing professional education in this area. Further, universities should serve as a resource to the professional associations to accomplish the goal of working cooperatively to provide leadership and support to the various types of service programs, including the legal recognition of the field as a profession.

Finding, Managing and Maintaining Talent

Presenter: Alan Chesney, University of Tennessee at Knoxville

Methods for recruiting and retaining a high quality workforce in today's tight labor market:

- Collect data from various sources
- Start with the system process improvement
- Focus on supervision and communication
- Identify employee development
- Identify problem which is solvable
- Identify desired outcome
- Assess your organizational health
- Communication
- Management style
- Reward system and sanctions
- Conflict resolutions

Develop a plan of action to change:

- Obtain input then communicate the plan early and often
- Set an agreed upon timetable
- Identify roles, responsibilities and resources
- Establish benchmarks and monitoring process

Success strategies for recruiting continuing education professionals:

- Present a vision
- Do your homework
- Prepare for interview
- Check references

- Conduct background check
- Have realistic knowledge of the job
- Be creative
- Search within university
- Top new recruitment pools
- Don't compromise on your standards

Ways to reduce turnover and retain the best employees:

- Respect all employees
- Measure performance and reward it
- Develop employees
- Promote organizational commitment
- Develop your management team
- Know the market it has a direct impact on intention to leave
- Counter offers are short-term strategies
- Develop a retention research team

Evaluate the process:

- Solicit feedback
- Measure outcome
- Choose indicators carefully
- Measures of recruitment success/measures of retention success
- Communicate results
- Start the process all over again

Leadership Qualities:

- Leaders possess and share a vision the sharing inspires others to follow it. Decisions are based on vision.
- Leaders possess integrity they are trustworthy and competent. Their words and deeds are consistent.
- Leaders build effective human relationships built on trust and respect, not fear and intimidation. Be a listener. Be consistent.
- Leaders understand balance. Short-term, long-term, organizational success individual success. Alignment of individual and organizational values.
- Leaders are humble. They admit mistakes and move on. They don't pretend to have all the answers. They are always learning.
- Leaders have fun, have a sense of humor and know how to celebrate.
- Leaders respond proactively to change and ambiguity, and thereby set the example.

Thinking Sideways

Presenter: Sandra Newhart, Achieving Success, Inc.

Look at a task or problem and approach it in a new, fresh way. It may not be rocket science, but there may be ways to think that you aren't aware of, or haven't used—or simply just be reminded of. You've probably thought sideways at least once in your life and haven't even realized it . . . or maybe you have your own sideways approaches. This program provided new instruments and techniques for thinking differently and creatively, and identified alternative approaches to decision-making and problem-solving.

How to Market on the World Wide Web

Presenter: Karen Vignare, Rochester Institute of Technogy

The focus of the presentation was on how to enhance your current marketing with the internet. Topics included:

- analyzing your potential online student base

- how to effectively use the internet for marketing online education
- what do customers expect on the web
- combining cross-media strategies for the best integrated marketing communications
- using the power of the internet to recruit students and increase conversion.

Is E-Learning Distance Learning?

Presenter: Donald L. Williams, University of Southern Mississippi

The pioneers of online education uncritically embraced the notion that they were doing distance education because the students were physically remote from the instructor. Subsequent researchers accepted the idea from these pioneers, even though the concept that online education is simply a flavor of distance education was effectively challenged in Linda Harasim's 1990 book, *Online Education: Perspectives on a New Environment.*

E-learning may be used in at least three ways. It embraces the use of web-based materials, email, and other networked computer resources to significantly enhance instruction in conventional physical classrooms. Correspondence and other forms of distance learning courses may be delivered very effectively with support from web pages enhanced by graphics, color, animation, and other features and with increased and more rapid communication between the learner and the course instructor facilitated by email and other Internet-based forms of communication.

However, neither Internet-enhanced physical classroom instruction nor Internet-enhanced distance education even begins to use the power of the Internet as implemented through the World Wide Web. To achieve the benefits of the Web visualized by its creator, Tim Berners-Lee and described in his 1999 book *Weaving the Web*, e-learning instruction must take place in a virtual classroom. A virtual classroom is one that has been created by computer software for the purpose of emulating a physical classroom.

Examination of the geographic properties of a virtual classroom demonstrates that it is a classroom in the traditional sense of that term and is not a form of distance education. To briefly summarize those geographic properties, a virtual classroom is a place:

1. With a unique and explicit location defined by its Universal Resource Locator (URL), which specifies both its cybergeographic location and relates that location to a conventional geographic place on the earth's surface.
2. Where students come into the instructor' presence and where the students and instructor form a community for learning which is the only practical definition of a classroom. Although the presence of students and instructor is virtual rather than physical, they are "face-to-face".
3. To which students commute electronically. That is, students and instructor telecommute to the virtual classroom just as they physically commute to the physical classroom.

Continuing and Distance Education as a Catalyst for Change: Impacting Organizational Culture in the Public Sector

Presenter: James R. Horner, North Carolina State University

The presentation focused on the importance of building partnerships with public sector agencies with a shared goal of creating an organizational culture that promotes both efficiency and long term effectiveness. The discussion included the initial agency contract; the use of organizational assessment tools; conducting a feedback session to share results; and building a training program and/or organizational action plans based on the results of the assessment.

All the World's a Stage: Comparative Models of International Education

Presenter: Dr. Archibald M. Fleming, University of Strathclyde

Introduction

The 21st Century has opened to widening gaps between rich and poor and between the nations of the world in terms of the opportunities they have for education and employment for their citizens. The century has also opened to the unprecedented power of globalised corporations to environmental tensions which threaten the survival of many life forms and threats of peace from civil strife throughout Africa, Asia and the Middle East. In such a context, international adult education is assuming increasing importance in helping to build mutual respect and understanding between peoples and cultures. Study or working abroad fosters international awareness, contributes to collaboration between nations and provides the acquisition of new skills and knowledge of other cultures. Few, therefore, would challenge the assertion that living and studying in another country provides individuals with significant benefits, not only in terms of personal development, but also as a contribution to the social and economic well-being of individual nations. Ways must be found therefore, to maximise these benefits to the global community.

In this paper, I wish to look briefly at some of the ways in which higher education institutions, in both Europe and the United States, organize and encourage foreign study for adults. Why do we think study abroad is important? What skills, knowledge or attributes does the experience of study abroad provide that enhances individuals' ability to contribute to their own society and their role in it?

The 'Why' of Study Abroad

In 1989, the Advisory Council for International Educational Exchange offered a compelling argument for providing students in America with international knowledge and experience:

> 'The role of the United States as a leader among nations is changing rapidly. If we fail to internationalise sufficiently, our educational institutions, including expansion of student opportunities for study and work abroad, will irreversibly diminish the world status of the United States'.

Based on UK experience in the design and delivery of study abroad experience involving other European countries, the following guiding principles for study abroad are suggested:

- the practice of 'active learning' is a by-product of living and learning in a foreign environment study abroad stresses the importance of understanding how alternative cultural and political contexts influence people's beliefs, values and practices
- promotion of international understanding contributes to the awareness of global problem solving
- study abroad gives access to cross-cultural knowledge and scholarship

The 'How' of Study Abroad

No simple classification of study abroad programmes is being advocated in this paper. Although a number of approaches do exist, the variations within each are limitless. In addition, many programmes combine features from one or more of the different models with the result that many overseas study programmes overlap, thereby mixing the advantages and disadvantages of several.

A few key variables might help to differentiate the options:

- length of stay in another country
- degree of interaction with others together with immersion in foreign culture and society
- degree of continuing interaction with the home institution

Some Study Abroad Models

A university giving serious consideration to the development of study abroad programmes might, in the first instance, consider options that maximize the advantages of the overseas experience. Two of the most common models are:

- the absorption model and
- the offshore model

In their extreme forms, each of these models have little in common except that they both occur in a setting abroad and tend to award academic credit for educational achievement. They differ along the following lines:

The Absorption Model The essential feature of this model is the total involvement of the student in the overseas setting. In its purest form, the student directly enrolls in an institution in another country for at least a semester, but frequently for an entire year, taking that institution's regular classes and following a curriculum identical to that of the indigenous students. The student is assessed by the host faculty and lives with nationals negotiating his or her way through the foreign culture, dealing independently with its regulations, customs and practices. This model maximizes a student's contact with the discovery and comprehension of a foreign culture and its society and institutions. Where languages differ, daily use of a foreign language in academic as well as social settings is required and is the best way for a student to acquire competency in the language. In addition, students become integrated into the overseas country, acquiring an indepth understanding of its customs and way of life. Absorption is ideal for the mature

student, particularly one who is intellectually, culturally and linguistically prepared to live and learn in an overseas setting and who has a strong disciplinary focus.

The Offshore Model The essential feature of this model is the supervision of the study abroad experience by the home institution. In its purest form, the home institution offers an academic programme, usually a semester or less in length, consisting of regular university courses taught by its own faculty in rented or leased classrooms for the exclusive use of its students. Accommodation is rented from the overseas institution to house students who normally confine social contact to their own particular group. One example of this is the Summer School abroad, whereby a group of students normally from the same institution, spend some weeks following their normal syllabus taught by the home faculty but located on a foreign campus.

The advantage of the offshore model is that students with varying levels of preparation can be accommodated including the less enterprising who can be offered a gradual introduction to the overseas setting. Varying programme lengths can be accommodated from a few weeks to a semester or longer as can large numbers of students. In addition, credit transfer can be eased since students are studying on home campus curricula and schedules.

Other models such as alumni summer schools and study tours for professional groups also provide adults with insights into an experience of international customs and practice. The strength of alumni associations, particularly in the USA, suggests that these could become a growth area for an expansion of foreign study. Similarly, professional associations, the members of which share special interests, can benefit from study tours specifically designed to reflect their areas of expertise.

It is becoming increasingly clear that the global trends that are transforming the world have important implications for the outreach activities of higher education institutions. One of the most drastic of these changes is the extent to which the personal and professional lives of individuals are linked to people and events outside their own country. This trend requires individuals to have more international skills and knowledge. Providing increased international education through outreach programmes is a major challenge in preparing for the problems of today's interconnected international environment.

Think First—Then Decide: Critical Thinking for Effective Decision Making

Presenter: Cecelia Douthy-Willis, Springfield College

Use the basic principles of critical thinking as a model for effective decision-making. This non-technical approach will utilize techniques of argument as sound strategies for reasoned persuasion and critical responses. Key concepts include: forms of valid argument, relevance, appeals to emotion, personal attack, arguments from analogy, replying to and criticizing questions.

How to Work Effectively with Corporate Trainers: What They REALLY Want from C&DE

Presenter: Sharry Chafin and Curtis Exposito, Delaware River & Bay Authority

Strategies for Successful Strategic Planning

Presenter: Judith Stang, Springfield College

Strategies were explored on how to get the participants to "participate" in strategic planning as a process to create "ownership" in the plan. Also, to get participants to apply this planning process when in a quandary for increasing demands for services in an era of scarce resources. The session introduced and utilized tools used by leaders to improve the teamwork of critical management and fiscal thinkers.

How to Plan for Retirement

Presenter: Debbie Cox-Bell, Certified Financial Planner

Both financial and non-financial aspects of planning for retirement were discussed. Some of the non-financial considerations were: Who will you be taking with you into retirement? Will you be the proverbial "sandwich" with parents and children still depending on you and even grandchildren? What will you do during your retirement? What activities are you planning? Write them down and then estimate an actual cost. Costs can vary greatly—world travel versus rocking in a rocking chair! When do you plan to retire? It is best to start planning at least 10 yrs. in advance. Pick several times: age 60, 62, 65 or 67 for example. Where do you plan to retire? Will you be staying in your current home? Or, do you plan to live in another area, state, country?

One suggestion when determining retirement costs is to separate your retirement plan into two categories: your active retirement years (generally 65 to 80 years of age) and your passive retirement years (greater then 80 or 85 years old).

Financial considerations also were discussed. How to plan your retirement? Dream Big!!! Identify information resources: your retirement system's specialists, the internet, private retirement planning specialists, fee-only based planners, and others. Take an inventory of your assets. Create your own cash flow and net worth financial statements. Estimate your retirement income and your expenses. (It is beneficial to over estimate your expenses and to under estimate your income.) Use the future value of a lump sum and the present value of an annuity concept to see if your estimated income will be sufficient for your estimated expenses. Using these same concepts and your life expectancy, check to see, "Will my money last?" Develop a plan to fully fund your dream retirement by your "first choice" retirement date. Implement the plan. Monitor it (at least annually). Modify and adjust your plan as needed to reach your goal. Build a financial team to help you meet your goals. Team members should be your accountant, lawyer, banker, and stock broker, insurance agent. A Certified Financial Planner is often used as a team coordinator and plan designer.

One last note, while you are planning your retirement, look out to the distant future, (hopefully), and see if you might have a potential estate tax problem.

How to Develop and Deliver Non-Credit Web-Based Courses

Presenters: Susan Elkins, Tennessee Technological University and Joyce Wilkerson, Gadsden State Community College

Tennessee Technological University developed and delivered the web-based course "CAD/CAM at a Distance" that was recognized by ACHE in 1999 as the Distinguished Non-credit Program of the Year. Partnering with an industry leader, MasterCAM, the non-credit course was developed to meet specific workforce development needs in the fundamentals of computeraided design/computeraided machining (CAD/CAM).

The Internet was utilized to teach the highly technical and graphics intensive *Introduction to CAD/CAM* course, along with a CD tutorial that was developed by Dr. Joyce Wilkerson to accompany the web-based instruction. This was the first time such a web-based course was delivered in the United States, and when the announcement for the course was posted on the Internet for three weeks, 990 responses were received from throughout the United States and 42 other countries. Although such extensive interest was received through the many inquiries, the course was limited to 20 participants in the United States and Canada for the initial offering.

The course was developed as an outgrowth of the production of the tutorial CD that was based upon CAD/CAM curriculum used for traditional course delivery. During the development of the tutorial CD, the idea of successful delivery of the CAD/CAM instructional material via the Internet was explored and seemed promising. As the course development progressed, the opportunities, obstacles, and plan for Internet course delivery began to emerge.

The development of the CD tutorial and the web course material took approximately eighteen months. Beta testing was done to assure that the potential questions and issues of the course were addressed and included in the development of the tutorial. Extensive development was necessary because the CD and the web-based material were the foundational elements of the course and the physical interface between the student, the material, and the professor. Beyond items included in a traditional textbook/audio/video environment, the material provided for the students' interaction and responsiveness included a user friendly menu, instant feedback, and when appropriate, applicable animation.

The material established a bridge between MasterCAM and machining processes to maintain educational soundness. The types and application of various machine tools, machining practices, feeds, speeds and proper tooling were related to MasterCAM techniques. The students employ a variety of concepts and practice them, then return to early subject matter for review if desired. The fundamental definitions of terms verbally and pictorially build a base for the development of subsequent concepts. At the end

of each module, hyperlinks are provided to review the material previously covered. Individual learning styles also were addressed within the purview of this CD material and Internet process, and traditional educational values involving cognitive and manipulative skills were considered.

Prior to student enrollment, all supportive, directional and ancillary materials were developed and made available for distribution to the students. Eventually a complete course packet was provided electronically that included a syllabus, faculty, calendar, assignments, notes, email link and index, all hyperlinked together. Also contained were links to MasterCAM's industrial and educational sites and TTU's home page. The hours the professor would be available were also provided, with some evening hours scheduled to accommodate the students' work schedules. For the purposes of this course, the professor was available two hours per day, five days per week as opposed to four hours per week during traditional instruction. The course packet also included consent forms and three questionnaires. The consent forms were used to obtain students' permission to use their information in the evaluation of this course, while the questionnaires were used to solicit feedback and evaluate outcomes and course satisfaction.

An online registration form was provided with instructions on how to complete the process. The textbooks and software were sent directly to the student from their respective manufacturers after verification of payment by the professor. Email was the main vehicle for delivery of completed assignments and was the method of interaction between the teacher and the students and student-to-student interaction. The oftencited criticism of Internet instruction focuses on the lack of this interaction. However, despite the physical absence of the students from the classroom, their interaction was similar to common levels of classroom interaction. A total of 1188 messages were evidence of this for the class. The Internet interaction was more focused and subject matter more relevant than is often found in traditional classroom discussions.

Technical support was critical because students were working with diverse hardware, and many of them were unfamiliar with how to load and configure programs. Although an attempt was made to address all the technical questions in the material, anticipating all the details of the students' problems were impossible.

In a traditional course delivery system, instructional and administrative processes are clearly defined, and the administrative process is not an instructional responsibility. However, in the Internet delivery of this CAD/CAM course, the administrative functions were directly related to the delivery itself. After permission to run the course was obtained, the issue of academic credit versus continuing education units (CEUs) arose. It was decided that CEUs would be issued upon successful completion. This required close collaboration with TTU's Extended Education Division. Because of this endeavor, a good working relationship was established and hopefully paved the way for productive efforts in the future.

In addition to developing and offering the course, one of the goals of the instructor and the other collaborators was to extensively assess both the course and the delivery method. This goal was accomplished through a study of the project by Dr. Wilkerson entitled, "Investigation and Assessment of Course Delivery Via the Internet: A Qualitative Case Study of Introduction to CAD/CAM." The study results indicated that eighty-seven percent of the respondents rated the course as excellent to good, that participants felt that the distance learning course was as effective as a traditional class, and that all of the respondents would recommend the course to others.

The findings of the study also indicated that the Internet delivery met the expectations of the students by offering this course that would not have been practical or possible through traditional delivery. By using the Internet, the participants were not required to quit their jobs or relocate. Participants were satisfied with all components of the program except for selected technical problems, and they felt that this distance learning course was as effective as a traditional class. Thus, it can be concluded from this study that it is possible to have the flexibility and responsiveness of web-based instruction and still meet students' learning expectations in a course as highly technical and graphics intensive as *Introduction to CAD/CAM*.

During the ACHE Annual Meeting round table session, the development, delivery, and assessment of this course was discussed. Other session participants also shared their experiences with the development and delivery of non-credit web-based courses.

How to Create Profitable Conferences

Presenter: Helena Douglas, Clemson University

Market Demand for Conferences

> *"...the demand for lifetime education stems from profound changes in society. In simplest terms, people who are already highly educated and high achievers increasingly sense that they are not keeping up."* Peter Drucker, Forbes, May 15, 2000.

Conference Components are: product, people, place, promotion, and price.
The only thing more important than good research is great research.

Research Methods

- Advisory Boards
- Your Attendees
- Evaluations
- Telephone Surveys
- face-to-face
- Association Meetings
- Postal/E-mail Surveys
- Brainstorming Sessions
- Read
- Competitive Analysis
- Environmental Scanning

Product

- Know Your Image in the Market
- Identify Your Market Niche
- Create a USP (Unique Selling Proposition) ... It's your main competitive advantage.

Questions To Be Answered

- What are the three major objectives of the conference?
- What is the general subject of the conference?
- Will it be specialized or broad?
- What are the three main reasons people will want to come to the conference?
- What topics need to be included?
- Has this conference been held before? If so, when, where, by whom, objectives, results number of participants, from where/what associations/affiliations?
- Who are the noted authorities?
- What is the expected outcome for the participants?

People (Your Audience)

- International/national/regional/local
- Size of market segment of attendees
- Company size
- Function/title
- Associations/affiliations
- Trade publications read
- Web sites they visit
- Other conferences they have attended
- Local companies
- Advisory board support
- Internal database

Place

- Campus, Rural, City, Resort, Destination Spot
- Company Time Versus Personal Time
- Recreational Equipment/Facilities
- Self-Employed vs Working for Others
- Public Transportation/Cost/Availability
- Selling it to the Boss
- Technical Field Trip
- Airfare/Hotel Costs
- Level of the Attendee
- Spouse Program
- Tours
- Summer Versus Winter
- Length of Conference

Promotion

Budget: Rule of Thumb ... 20% of Anticipated Revenue

Getting the Word Out

- Direct Mail
- Magazine Ads
- Newspapers
- PSAs
- Broadcast Faxes
- Emails
- Telesales
- face-to-face
- Postcards
- Web Sites
- Hot Links
- Presenters' Web Sites

Price

- Who's Paying?
- Competition's Fee

Consistent with Your Image
Need for Topic
Fee Constraints
Level of Participants
Number of Conference Days

Lead Time

Research One Month
Speaker Recruitment Two Months
Promotion Two to Three Months

Factors that Influence Response Rates

Headlines *must* capture and hold prospects' attention and provide enough information to make them either read on or register on the spot. Style, level of formality, image, and tone *must* all speak to your prospects in a way that is comfortable, interesting, engaging, or in some other way that will motivate them to respond. `Registration *must* be easy and be perceived as safe; you *must* know what's a benefit to your readers. You cannot have too many benefits; select your format early in the design process; write and design your promotional material as part of—not separate from—your marketing plan. This will enable you to write and design for the total relationship, i.e.: How frequently will you be in touch? What variety of media will you use? What image are you creating and are you executing it in a harmonious way? Use graphics that show benefits.

Benefits of Giving a Presentation at a Conference

Enhance Your Image
Build Credibility for Your Organization
Free Promotion/Advertisement for Your Organization and Yourself
Complimentary Registrations
Internal Review of Your Organization
Future Reference
Web Page Visibility
Networking Opportunities
Future Reference
Presentation Published

Flattery Will Get You Everywhere!

Impress Your Peers
Exclusive Speakers' Breakfast
Speaker's Gift of Appreciation
Information in College's Newsletter
Speaker Ribbon
Photograph Taken
Videotape of Presentation
Sleeping Room Upgrade

Resources to Help You Plan and Market Conferences

- Subscribe to the Direct Marketing Archive Service and learn who's mailing what.
- Subscribe to "What's Working" to check on what competitors are doing to lift response rates.
- http://www.techweb.com/calendar/speaker/speaker.html. Search their database for technology speakers.
- http://www.cmihub.com. The place for decision-makers to directly connect with professional presenters.™
- http://www.expoguide.com. EXPO Guide is an Internet source for comprehensive listing of trade shows and conferences.
- http://www.newplaza.com/novastone. Web service for speakers, seminar presenters, consultants and trainers.
- http://www.insightexpress.com. Web-based market research firm that says the average cost of their survey is US $1000.
- http://www.allmeetings.com. Search engine helps you find best location for your meeting from thousands of locations nationwide.
- http://www.epoll.com
- http://www.freepolls.com. Links for two Web-based survey companies.

Developing Creative Adult Student Services and Programs

Presenter: Lois MacNamara, University of Pennsylvania

Although graduate student involvement differs dramatically in content, context and extent from that of undergraduates, graduate students bring a great deal of energy and commitment to their school community. Their knowledge, experience and perspective can be a valuable resource to the staff, students and faculty. Involved graduate students have a sense of being active citizens immersed in the decision-making processes that affect themselves and their colleagues.

Full-time students at the Penn Graduate School of Education display a range of involvement. Because their research demands the majority of their time and energy, many dissertation students come into the building only to meet with their advisors. The full-time students who are involved in the life of the school tend to be doctoral students in the coursework phase or full-time masters' students. These students are more likely to serve on school committees, to serve in leadership positions in organizations, and to be visible. They are also vocal activists for change.

Coming to understand the different needs of graduate students continues to be a valuable and challenging learning experience. My work in student life has taught me that building consensus and collaborating with staff, faculty and students are absolutely critical to providing the most supportive and stimulating out-of-classroom environment for our students. In my seven years at Penn, I have had the opportunity to work closely with students, faculty and staff to create a vibrant student life at the Graduate School of Education. Our most successful programs are those developed by students or administrative programs that include students throughout the planning process.

Like undergraduates, adult students need and want to have a voice in institutional decisions. They come to the institution with a wide variety of knowledge and experiences, and they should therefore, be respected as valuable resources in student programming and in decision-making by both faculty and administration. It is when students feel that they have no say in circumstances that affect them they feel the institution is unresponsive to their needs. From my experience, this perception is very important.

When I arrived at GSE in 1993, my primary goal was to listen and let the students identify their primary concerns. I wanted to know how we could improve student life at GSE, and I knew the only way to find out was to ask them. I was surprised to discover that not only had the students not been consulted on this issue but also were alienated from the decision-making process.

Student Affairs professionals have long known that our students are our customers. Surveys and focus groups are the most commonly used vehicles for evaluating how we're doing. While surveys tend to provide data useful for measuring what we already do, they have limitations in eliciting suggestions for improvement and generating new ideas. Focus groups are effective in providing new ideas and suggestions for improving existing programs and services, but are limited because the facilitator identifies the topics and issues to be discussed.

Voice of the Customer (VOC) is a TQM tool designed by Edward Demings to elicit customer wants and preferences. Unlike focus groups and surveys, VOC enables participants to identify and prioritize the issues and to create possible solutions. Because VOC has advantages of both surveys and focus groups, it is a powerful tool for transcending the barriers among students and administration and establishing a shared agenda. VOC is a collaborative, interactive process that empowers students to identify problems and create solutions. It establishes a dialogue between students and administrators. Most importantly, by creating a sense of community, VOC provides concrete ways for students, administrators and faculty to work together toward common goals.

I invested a great deal of time trying to identify the primary concerns of the students by conducting VOC sessions with students across four divisions. Since results from those sessions indicated that African American and international students had concerns particular to their own ethnicity, I later conducted VOC sessions exclusively with students of color and international students. I was pleased to find that the participants were very forthcoming. Until then, no one had actually consulted them about student life.

Breaking down the barriers among students, staff and faculty was, and continues to be, one of my greatest challenges. One of many findings of the VOC sessions was the need for an ongoing committee comprised of faculty, students and staff to address the student issues and concerns that had no other means for resolution. I recommended to the Dean the formation of a student affairs committee for this purpose. Since then the Student Affairs Committee has become a strong advocate for students. It is co-chaired by a tenured faculty member and a doctoral student. The committee has tackled a range of issues including: the revision of course evaluations; the establishment of an award to recognize outstanding service to students; the creation of a dissertation abstracts database; improvement in teaching and mentoring opportunities for doctoral students; increased student representation on school committees; and the resolution of community and space concerns. The Committee reports directly to the Dean and they have the power to make recommendations directly to the Dean the executive committee, or the standing faculty. Through spirited discussion and teamwork, we can bring disparate constituents together to overcome the usual animosity and suspicion.

At GSE, I have found that a collaborative approach to student life is my most effective tool. We appreciate that our students have a great deal to offer but minimal time. So we try to take the time-consuming and burdensome aspects of planning events out of the equation for them. For example, we provide clerical support to handle phone calls and bureaucratic paperwork. We have four active student organizations, each of which sponsor a variety of social, cultural and educational programs. In addition, my office sponsors community service, social and co-curricular events. Student-presented panels on starting the dissertation, choosing the dissertation topic and advisor, getting published while still in grad school, and forming the dissertation support group have been particularly well received by our doctoral students. Masters' students appreciate student panels on preparing for the comprehensive examinations and alumni panels on career options in their area of specialization. Since 1993, we have come a long way in improving the climate and sense of community for our students.

This is not to imply that GSE is a student paradise – we still have a long way to go. However, improvement has been possible because of a willingness to listen, a team approach, and the recognition that our students bring a great deal to the enterprise of creating a vibrant student community.

How to Manager the Downsized Student

Presenter: Sandra Newhart, Achieving Success, Inc.

How to Fulfill Enrollment Prophecies: Visions of Non-Credit Success

Presenters: Sallie Dunphy and Philip Whatley, University of Alabama, Birmingham

In your vision of success, picture the power of continuing education. Predicting and managing non-credit enrollments require an information planning cycle or guiding light for educational experiences that are cost effective. Light the lamp of marketing, promotion, and program strategies such as how to use focus groups, free samplers, computer clubs, and slogans that fulfill your enrollment prophecies and reinforce your school's long-term relationship with the community.

How to Promote Adult Student Persistence

Presenter: Walter Pearson, Simpson College

1) Completion of the college degree does matter. Adult students who complete their objective report:

- greater self-esteem
- tolerance of opposing views
- greater capacity for critical thinking
- an orientation toward learning as a practical tool
- a wide range of new interests (Cupp, 1993)
- growth in knowledge and skill
- a greater sense of social and academic competence
- a greater level of concern for social and environmental justice (Astin, 1993)

The economic payoff for degree completion is dramatic:

Median income in 1997 for full-time, full year workers by education and gender

Education	Men	Change	Women	Change
High school graduate	$31,215		$22,067	
Some college	$35,945	15.2%	$26,335	19.3%
Associate's degree	$38,022	5.8%	$28,812	9.4%
Bachelor's or higher	$53,450	40.6%	$38,038	32.0%
Bachelor's or higher increment over high school	$22,235	71.2%	$15,971	72.4%

(U.S. Census Bureau, 1999)

Nontraditional students who come to college with some college in their background will find the lifetime earnings differential to complete their degree is $700,200 for men and $468,120 for women.

2) Most adult students do not persist and the problem is most acute in community colleges where the adult students comprise a majority of the student body.
The bad story of adult student persistence gets worse when you look at the student population defined as "highly nontraditional"[1]. This group is most unlikely to attend and is largely defined as working adults.

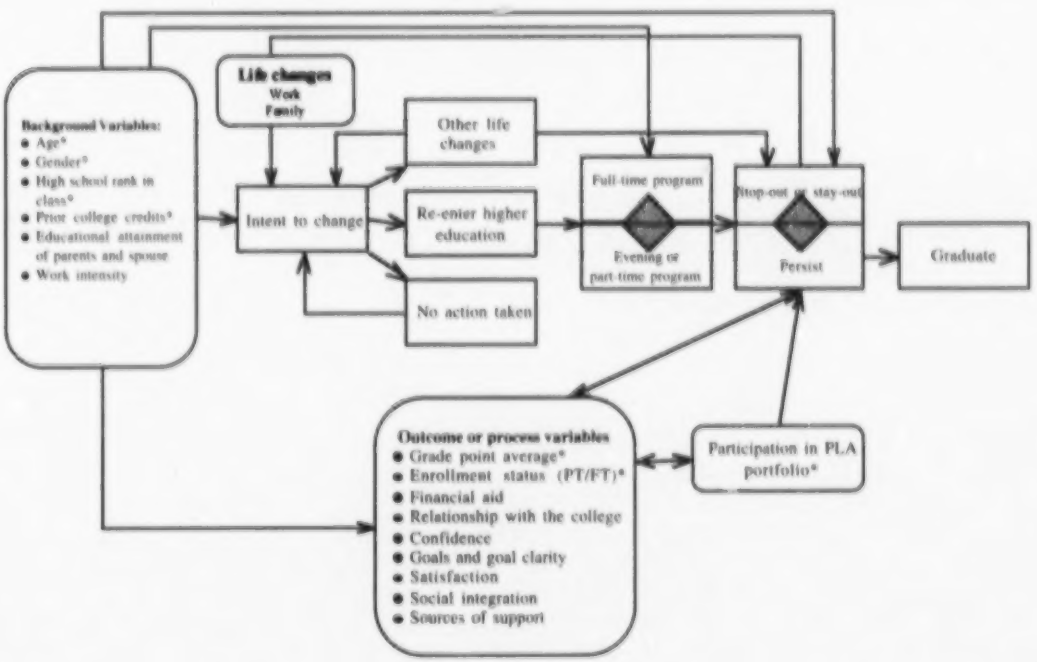
[1] A nontraditional student was identified by the presence of one or more of the following seven characteristics: delayed enrollment into post-secondary education, attended part time, financially independent, worked full time while enrolled, had dependents other than a spouse, was a single parent, or did not obtain a standard high school diploma. A nontraditional student was further characterized as minimally nontraditional (one characteristic), moderately nontraditional (2 or 3 characteristics), or highly nontraditional (4 or more characteristics). (Horn & Carroll, 1997, p. i)

Persistence of 1989 beginning degree-seeking students, by nontraditional status

	Attained any degree	No degree, enrolled in 1994	No degree, not enrolled in 1994
Total	52.3	13.1	34.7
Traditional	63.8	14.1	22.1
Nontraditional	43.3	12.2	44.5
Minimally nontraditional	51.8	13.3	34.8
Moderately nontraditional	40.6	10.9	48.5
Highly nontraditional	33.3	12.3	54.3

The stark comparison between adult and traditional students illustrates the problem. When the NCES surveyed 19891990 first time beginning students seeking the bachelor's degree during the 1992 academic year, they found that 45% of the students age 24 and above had left and not reenrolled while only 23% of the traditional age students had left and not reenrolled. (Choy, S., Premo, M., and Maw, C., 1995).

3) There are many influences on the persistence of adult students. The model below was proposed on the basis of the literature.

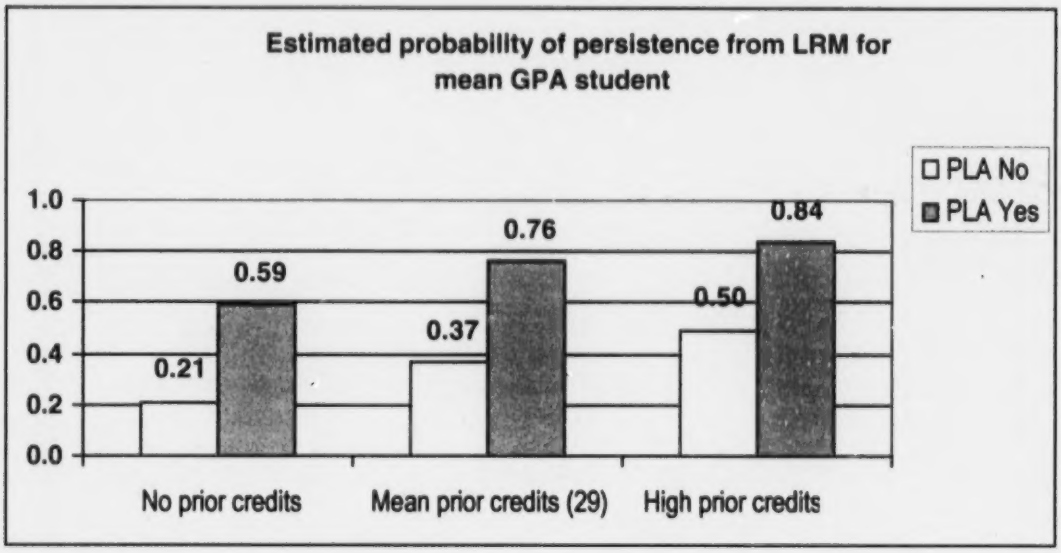


Pearson's model of influences on adult student persistence in higher education

The research project did not find gender and age to be significant in the persistence of parttime adult students at Simpson College (Pearson, 2000).

4) Results:

- Among this sample, high school performance modestly predicted college GPA and college GPA modestly predicted persistence.
- The number of prior college credits is a strong predictor of persistence. Students with no prior credits are very unlikely to persist ***unless***
- The student completes the prior learning assessment (portfolio form). Students who complete the portfolio will generally double their chance of persisting.



5) What is to be done?

- Implement the portfolio form of prior learning assessment
- More research on a variety of PLA topics
- Concentrate support for students who have poor academic records and those who have few prior credits (proper course choice, enrollment in preparatory or refresher courses, student support groups, and individual tutoring)
- Provide as much grant aid as feasible
- Work to enhance academic and social integration
- Help adult students to become clear about their goals
- Build family support for the student
- Provide a high quality educational environment.

Sources and further information:
http://www.simpson.edu/dal/pearson/dissertation.htm

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Negotiating to Win-Win

Presenter: Jay Halfond, Metropolitan College, Boston University

Shelley's Quandary

Shelley Marcus returned to her office after an off-campus meeting the week before classes were to begin and listened to the voice mails that had accumulated. One in particular concerned her:

> *Hi, Shelley, this is Hal Tripoli. You might not remember me, but we met at the faculty reception you held last spring. I just received my contract for the fall Java class and there's a problem. The amount appears as $3,000, which was what I was paid before. Austin [his department chairman] has said there would probably be an increase this new academic year. I had told Austin it just wasn't worth my time to teach for less than $4,000. This class is very labor intensive. I give the students complex laboratory exercises that take a lot of time to design and evaluate. As you might recall, I have a busy consulting practice that requires lots of travel, so I have to be careful about the commitments I make. I want to be able to devote myself enthusiastically to my students. I don't mean to hold you hostage at the eleventh hour, but I need to insist on better compensation. Give me a call at your earliest convenience. I have been trying to reach Austin for some time now, but I think he's been away.*

At first Shelley was perturbed. She hates negotiating with individual faculty over pay raises. Over the year, she had reduced the disparities among parttime faculty so that she and her department chairmen can easily explain the policy and not haggle over each case. She had been able to obtain significant raise funds from the provost, which she used to establish equity and a standardized pay schedule. She checked Hal's enrollment and found he already had 25 students. And she knew it would be difficult for Austin to replace Hal in this field.

While considering her options and how to respond, she listened to the next voice mail:

> *Hi, Shelley, this is Austin. You won't believe the message I just received! Hal Tripoli is threatening to pull out of his fall class. There's no way I can find a suitable substitute. He's saying I "promised" him a pay raise. This is ridiculous. We did talk about how I hoped he might get a higher salary, especially since you've been so successful in getting more money out of the provost. Even though I never told him exactly what he would be getting, he had no basis for assuming he'd be getting a raise. He has us over a barrel – what are we going to do? He's not necessarily our best parttime instructor, nor even the most qualified, but I need to have someone to teach this class. Can I get back to him and offer him the $4k he says he needs?*

Shelley pondered what to do: should she reintroduce an inequity just to keep this instructor and preserve this class? It seemed that Austin had let this reach a crisis point and would not object to seeing salaries increase even further – should she now rely on him to negotiate with Hal, or should she get back to Hal directly to try to resolve this? If she caves in now, what message would that send Austin and other faculty who might want to lobby for pay raises? On the other hand, a pay raise is a small price to pay for so much student revenue. Hal seems adamant – is there even any room to negotiate? Is this simply a matter of either giving him what is demanding or canceling the class?

Teaching Notes:

- Should Shelley even see this as a Negotiations?
- What are Hal's objectives, Austin's , hers? Does Shelley adequately understand Hal's objectives and whether or not he would be open to persuasion?
- How should Shelley distinguish between short-term and long-term goals (between the immediate and the abstract)?
- What are the various BATNAs (Best Alternatives to a Negotiations)? What are the risks to each?
- Whom should Shelley contact first?
- How should she frame her approach?
- If Shelley chooses to resist paying $4k immediately, who should handle this with Hal?

Business Literacy: Making Sense of Financial Statements and Terminology

Presenter: Dan Dowdy, Mary Baldwin College

Whether we are administrators, department heads, deans, or simply John Q. Public who is concerned about his personal investments and retirement nest egg, a basic understanding of accounting and financial management is essential. We need all the information we can obtain, and we must comprehend it in order to most effectively manage our departmental budgets, our personal investment portfolios, and our household finances.

Financial statements, balance sheets, income statements, cash flow statements, provide a picture of where a business or one's personal finances are at specific points in time. When studied over time, they comprise a history of where the enterprise has been in financial terms. While not necessarily predictors of what will happen, these numbers offer insight into possible future trends as well as potential traps. We need to understand where we have come from; revel in and build on our successes; and strive to avoid repeating pitfalls encountered along the way. The information contained in these statements when analyzed and understood also provides the basis on which realistic budgeting decisions can be made. A general appreciation for the significance of the numbers and ratios and familiarity with key financial terms will make us more effective managers and custodians of the funds and budgets for which we are responsible.

Following a brief discussion of the definition and purpose of *accounting* and *finance*, this workshop focused on the nature and application of three key financial statements: *balance sheet*, *income statement*, and *cash flow statement*. The major components of each were discussed, as well as the relationship of each one to the other. The relevance of these statements to the person using them and a mini discussion of how to interpret and analyze them provided participants with basic tools that will make them more astute managers. Several important financial ratios were presented, and their application to a better understanding of financial statements demonstrated. A brief review of the typical sections of an annual report enabled shareholders to sift through the different presentation styles of companies and better understand what all the numbers and fluff mean. Hand-outs summarized the essential points of this presentation.

This crash course in business literacy serves as both a primer and a refresher as each participant learns or relearns to make sense of financial statements and terminology. At the very least, fears, hopefully, will be dispelled for those who are mystified by all the numbers and financial jargon.

Reliable Market Intelligence: The Cornerstone to Market Responsiveness

Presenter: Kenneth S. Rudich, Arizona State University

Continuing education providers are expected to make strategic and tactical choices that ensure their limited resources are being used efficiently and effectively. Hence, the need for value of reliable market intelligence. When systematically gathered, market intelligence (not just mere information) makes the market measurable, observable, understandable and explainable over time. As such, it is the cornerstone to building and maintaining a highly responsive program.

Collaborating for Research

Presenters: Raymond W. Campbell, Drexel University and Lynn Penland, University of Evansville

The purpose of this session was to identify possible topics for research in continuing education and to develop collaborative relationships for conducting research with colleagues from other institutions. To meet these objectives, the session began with a discussion of research.

Research is a systematic, purposeful, methodical, disciplined inquiry or investigation involving a process of discovery of new information. All practitioners are researchers to some degree; although, we may not perceive it. Research is not a dichotomous entity; rather, it exists on a continuum. Every reflective practitioner asks questions and seeks answers. That seeking could be through

asking colleagues, reading, surveying, or setting up experimental conditions to formally find answers. We can conceptualize research as having four major steps: 1) reflect on issues, problems, practice, 2) inquire, 3) find answers, and 4) disseminate new information. Our less formal research may not include the last step.

Conducting research in an intentional, formal way serving many purposes. It allows us to build the base of knowledge in continuing education, build professional credibility, and engage in professional development. It also allows us to help our own units by getting better answers, offering programs that better meet needs of students, becoming more efficient, improving the "bottom line," attracting better employees, attracting better students, and helping students learn more successfully.

The many types of research can be broadly categorized into qualitative or quantitative research. Qualitiative generally describes what is sometimes called naturalistic or interpretive research. Its aim is to explore meanings and understandings. It is process-oriented and contextbound and requires getting close to the data. It employs non-standardized interviews and participant observation and fieldwork. The analysis is thematic, relying on authenticity and trustworthiness for validity. In qualitative research, the underlying philosophical foundation is that reality is constructed by individuals interacting with the world. There is not an exact answer to be learned. Examples of qualitative research are ethnographic studies, case studies, grounded theory, historical research, phenomenology, action research, and content analysis.

Quantitative research differs from qualitative in many ways. Its aim is to search for causal explanations, testing hypotheses and predicting outcomes. The underlying philosophical foundation for quantitative research is that there is one measurable, observable reality which can be discovered using the appropriate methods. Quantitative research uses questionnaires, standardized interviews, tightly structured observations, and randomized controlled trials. Analysis is statistical and internal and external validity are critical. There is limited involvement of the researcher with the data. Examples of quantitative are experimental and quasiexperimental, descriptive, normative, and correlational research.

Examples of studies which represent three different types of research were distributed. An ethnographic study is Nah, Y. (1999). Can a Self-directed Learner be Independent, Autonomous and Interdependent? *Adult Learning*, 30, 1821. A correlational example is Livneh, C. & Livneh, H. (1999) Continuing Professional Education Among Educators: Predictors of Participation in Learning. *Adult Education Quarterly*, 49, 91107. A descriptive example is Widoff, J. (1999) The Adult Male Undergraduate Student Experience: Real Men Do Return to School. *Journal of Continuing Higher Education.*, 47, 1524.

For purposes of examining the topics which have appeared in recent literature, a tally of articles by topics was complied from *Adult Education Quarterly, Adult Learning, Continuing Higher Education Review, Journal of Continuing Higher Education,* and *New Horizons in Adult Education* during the past three years. The following categories are listed in order of the number of articles published: administration and organization, adult education theory, adult students, teaching and learning, technology, specific continuing education program development or evaluation, and nontraditional approaches to continuing higher education.

Following presentation and discussion of information about research in continuing higher education, the participants broke into groups to discuss topics and issues they might like to research collaboratively from the perspective of several different institutions.

How to Design a Web Page

Presenter: Natalie Thurmond, Murray State University

Institutional web sites are being established increasingly to reach students to market courses, provide information about services, and even to serve as virtual classrooms. Creating web sites has now become even easier, and HTML editors in today's market provide tools to make design an effortless process.

This presentation demonstrated a tutorial using a popular web page development software tool which allows users to design, create, and publish web sites. By using such a tool, creating a web site is now much easier and more intuitive than it was in the past. You don't have to learn HTML, or Hypertext Markup Language, which is the language or code that web browsers use to present web content that is often confusing. This software involves easy commands for formatting web page text and paragraphs; adding multimedia items, such as images and sounds; working with links; and constructing tables.

This demonstration shows that this type of HTML editor offers users a variety of web site templates and readily provides the tools to load your web site with whatever content you like. Simple toolbars are utilized in the software, which makes it easy to add images, sounds and even video. This program also can help you collect valuable information from your web site visitors: tracking the number of hits on your site or using online submission forms to collect specific data. If you're designing a web site for your institution, your class, or just for your own personal use, you can use this type of software to guide you through every step.

This presentation showed the basics of toolbars, embedding images, formatting text, creating links, building tables, adding forms, and managing the site. Demonstration of this software proves that you don't have to be technically savvy to create a web site.

How to Design and Deliver a Completely On-line Class

Presenter: Robert Stokes, Villanova University

This program asked participants to put themselves into the role of faculty members considering the possibility of teaching online. Participants examined how teaching on-line would be different from the traditional class format and process. The presenter reviewed the impact of the online environment on teaching areas such as lecture, group discussion, class discussions and testing.

A new perception of distance education was discussed. This new perception included the view that chaos can be avoided, that distance education classes can be as challenging as traditional classes, that distance education courses involve unique techniques and approaches that can be learned by current faculty and that technology can be mastered by those who decide to teach.

The objectives for the workshop included: a step-by-step approach to class design; identification of the "Rocks in the Road" and how to preempt these problems; how to build and maintain support on your campus; and a demonstration of an online chat with IT and faculty from Villanova. Steps that were identified included (1) Evaluating Your Class (2) Understanding Technology Issues (3) Designing Issues (4) Preparing Students (5) Communicating (6) Teaching Issues (7) Designing Sample Classes. Teaching issues included the need to rethink the class being taught, the need for more planning, meeting deadlines, scheduling and the value of being creative. Technology Issues included the need to evaluate the capabilities of the technology (technology issues) during course design, the importance of a technology plan, examples of which distance education products Villanova examined, the need for IT support, and the University requirement of a package. Myths of online class design were presented as well as design principles such as learning "when" and "how" to use these tools, avoiding technology overkill and driving the student to each part of the site. Preparing students for distance classes is critical and should include an explanation of the different areas of the web site, communication guidelines and a detailed calendar. The presenter reviewed the web site including the following areas: content, calendar, email and bulletin board systems, grading and chat rooms. To build campus support for online classes, participants were encouraged to identify faculty comfortable with technology, to avoid stereotyping, to ensure faculty understood the requirements of distance education, and to realize that online classes, like traditional classes, vary in how they are taught. To maintain support for distance education, participants were encouraged to help those who are frustrated, show them new models (technology changes), tap into the colleague nature of faculty, showcase them and create mentors.

The presenter concluded that the role of continuing educators in this process is to be a partner with the faculty, to initiate change and continuous improvement and to be knowledgeable of the technology and its im

A Fresh Approach to Older Adult Programming: Reconnect and Rejuvenate

Presenters: Judith DeJoy, University of Georgia; Charlene L. Martin, Assumption College; Barbara A. Roseboro, Wayne State University; and Edna F. Wilson, Fairfield University

New and collaborative strategies were discussed to reconnect older adult learners with higher education communities. New and creative educational programs are called for to help rejuvenate those older adults facing critical lifestyle challenges such as caregiving, blended homes, retraining, post-retirement, and quality of life issues.

Academic Advising: Hot Issues & Current Strategies

Presenter: Raymond W. Campbell and Heather A. Blackburn, Drexel University

Determining and responding to the changing needs of adult students is a constant challenge for institutions, and particularly academic advising staffs. Forces in both the internal and external environment, including the economy, levels of employment, the ubiquity of technology, institutions offering competing programs and a sense of student-consumer entitlement, have dramatically changed the role of the academic advisor in a nontraditional higher education environment.

No longer a perfunctory servant providing mere course registration, academic advisors now focus on determining the academic, personal and professional aspirations of older, adult students to best formulate a personalized academic strategy. In

addition to providing services to students, advisors must also serve as the students' advocate across the university. The advisors' role is to communicate the special needs of adult students to administrators and faculty so that the institution may respond properly. This is a critical factor in successfully retaining students.

Highlighted in this presentation was a series of hypothetical-reality vignettes showcasing the scope and duties of today's academic advising staff. Audience participation and sharing of similar experiences were strongly encouraged.

Accelerated Degree Programs: Doing 60 mph in a 20 mph Zone!

Presenters: Honour Moore, Rosemont College; Bob Willey, Eastern College; and John Kokolus, Elizabethtown College

Accelerated degree programs mean different things to different constituencies within institutions of higher education. To a student, it can mean obtaining a diploma sooner; to a registrar, it can mean compressing schedules; to the instructor, it can mean teaching the usual material in less class sessions; to the office of institutional effectiveness, it can mean the challenge of maintaining quality with less quantity; and to the administrator of an accelerated degree program, it can mean bringing together all the conflicting understandings of other constituencies into a harmonious whole.

Inevitably something different brings challenges. The "something different" of an accelerated degree program one which has traditionally defined a student in terms of late adolescence and courses in terms of seat hours, is a program that addresses the needs of adult learners and emphasizes outcomes.

The three institutions represented by the members of this panel are alike in that they are all private liberal arts institutions with religious affiliations (Church of the Brethren, Roman Catholic, and American Baptist) which have instituted accelerated undergraduate degree programs. The three institutions are different in that they are at different stages in the development of the accelerated programs. Utilizing the typology of the "seasons of a program's life" developed by presenters from Mary Baldwin College at the 1997 ACHE Conference (ACHE Proceedings 1997, pages 2628), Elizabethtown is in the startup stage, Rosemont in the expansion stage, and Eastern in the renewal stage.

Despite being in different stages, all three institutions face similar challenges. These challenges include issues of governance, institutional support, and internal operations. The first of these, governance, involves matters of administrative accountability, particularly in relation to the office of the president and to the faculty. Institutional support involves both the assistance provided by the institution to the program as well as the degree of faculty freedom given to the program in making decisions and providing services. The internal operations involve the distinctive services necessary for such programs: marketing and recruitment, student accounts and financial aid, admissions, curriculum development, distribution of books and materials, student services, and alumni affairs.

The Meaning of "Speed" During the Start-Up Stage

When implementing accelerated degree programs within a traditional higher education structure, the dictates of that speed demand the creation of an agile learning organization. This learning organization must be market-driven and customer-focused; it must be highly responsive to its markets and empowered to make necessary and meaningful decisions quickly. When starting out or implementing accelerated degree programs, speed means: challenging the organizational status quo and the strong interests vested in it. This can be a rough road to travel.

Just how rough a road? That depends on why the institution is implementing an accelerated degree program. Three motives usually drive the startup. First, financial need might be driving the process. Secondly, widely held philosophical imperatives might do this; and finally, a compelling vision might demand the implementation. Somewhat surprisingly, financially needy higher education organizations can smooth the road to creating of an effective, agile learning organization because there is general, if unspoken agreement, that the status quo must be challenged and changed. The road is bumpier when philosophy or mission drives the process; differing interpretations or understandings of that philosophy and mission will often exist and conflict, some spawning vigorous defenders of a threatened status quo. The roughest road stretches out and challenges those who implement accelerated degree programs and their supporting agile learning organizations from a compelling vision basis. This future-oriented vision is strongly held by a small cadre of individuals that includes some effective and powerful organizational decision-makers. Most of the larger institution (faculty, infrastructure, staff) view the status quo challenges mounted by the drive for agility as apocalyptic and will resist them vehemently and persistently.

When starting out with accelerated degree programs, you'll need to value and encourage speed and agility in services, in responses, in planning, and in decision-making. The road you'll be speeding over will be rough, rougher, or roughest. Keep your wits and wear your seatbelt!

The Expansion Stage: What Happens When the Higher Education Traffic Cops
Try to Slow You Down?

Everyone knows that going 60 mph in a 20 mph zone is against the law, particularly the unwritten laws of higher education. Accelerated degree programs remain on the periphery of most institutions. They are given recognition when they "do well," that is, when they enhance the overall institutional budget and is either mainstreamed or done away with when they are not successful. Sometimes they are even mainstreamed when thet are successful because there is always someone at a higher level who believes that he/she can do it better and for less money.

Because of their very nature accelerated degree programs continually upset the status quo. Assaults upon the infrastructure that are tolerated in the first few years because of the infusion of new funds, become major battles in the years of the expansion stage. These programs rely on support from all areas of an institution: registrar's office, financial aid, facilities and physical plant, both on campus and at off campus sites, library, technology services, business offices, and on and on. The beleaguered staff in all these areas begins to say "enough", and there is a universal hope that these demanding programs will fade away. Most traditional institutions do not stop to realize that these accelerated, customer-driven, student-focused programs are what the adult learner wants. Accelerated degree programs have given the adult student a taste of what is possible in higher education and there is no turning back.

The institutions that will be successful in providing this type of learning are those that can keep up the pace, keep driving at 60 mph. This means constantly searching for new ways to deliver the product in a better, more user-friendly way. Especially critical is the need to keep the focus on the student as a customer. It is important to look for ways to streamline processes, not pile on red tape. This also means not stopping with one form of accelerated delivery system, but rather constantly looking for new delivery modes: turbo sessions, on-site international seminars, online courses in accelerated format, and independent study options, to name a few.

A potential danger in the expansion stage is to rest on one's laurels and to enjoy the financial success that many of these programs bring to our institutions. The competition is enormous, and the institution that sits back and takes a deep breath will lose out. All of this takes tremendous energy and vigilance on the part of the continuing educator. However, if an accelerated degree program is to maintain its success, it cannot take its foot off the accelerator; in fact, it may need to pick up the pace try 80 mph, but buckle up and wear a crash helmet.

When Everyone Is Trying to Catch Up: The Renewal Stage

The thrill of speed and success can become appealing to many—even if these individuals were traffic cops in an earlier stage of the development of the accelerated degree program. But the maintenance of that speed can also bring weariness and the feeling of "I know I was driving, but I don't remember the last ten miles." The renewal stage brings unique challenges with the potential for increased institutional acceptance (or at least benign disinterest) and at the same time internal stress.

The potential for increasingly positive response by other constituencies within the institution can occur because of continuing enrollment growth with accelerated programs, increasing visibility of success among alumni of the programs, and the lack of many of the customary budgetary restraints with which other programs within the institution struggle. This response leading to adoption of the accelerated program philosophy and methods by other constituencies can lead to an identity crisis for the existing accelerated degree programs: what makes the accelerated degree programs distinctive when others are adopting this approach? On the other hand, this response may bring increased acceptance and thus fewer obstacles to the various systemic needs of the programs, such as approval of new programs, curricular revisions, and faculty selection.

In addition, the speed of the programs and their growth has been maintained without providing the necessary engine tune-ups and necessary rest for the drivers. The staff associated with the programs become weary and lose the energy evident in the startup stage and to some extent in the expansion stage. Thus, there needs to be a thorough tune-up with evaluation of administrative structures, staffing needs, curricular relevancy, curriculum options, and program outcomes.

Part Three:
Business Meeting And Appendices

Sixty-Second Annual Meeting
Association for Continuing Higher Education

October 14 – 17, 2000
Myrtle Beach, South Carolina

Call to Order
President Pat Lawler called the Association's 62nd annual meeting to order at 1:00 p.m. (EDT), Sunday, October 15th, 2000, at the Wyndham Myrtle Beach Resort in Myrtle Beach. She called the business session to order at 8:30 a.m., Monday, October 16, and recessed it at 9:45 p.m. She reconvened the session at 7:00 p.m., Tuesday, October 17th. New president Nancy Thomason adjourned the session at 9:30 p.m.

Minutes
President Lawler introduced the head table and Wayne Whelan, executive vice president, asked for approval of the 1999 annual meeting minutes as published and distributed in the 1999 *Proceedings*. Jim Vondrell's motion to approve the minutes passed.

Membership Report
Executive Vice President Whelan presented the membership report (Appendix A). The printed report was also distributed to the members present. Mildred Kelly's motion to approve the report passed.

Financial Report
Executive Vice President Whelan presented the summary report of the Association's revenue, expenses, reserves, and fund balance as of August 31, 2000. A printed report (Appendix B) was distributed to the members present. Barbara Hanniford's motion to approve the report passed.

Nominations and Elections
President Lawler reported on the 2000 election procedure and results. Those elected were: president-elect, Robert Leiter; vice president, Allen Varner; directors-at-large (three-year terms): Phil Greasley, Denise Hart, and Charlene Martin

Budget and Finance
David Copeland, chair of the Budget and Finance Committee, gave an overview of the 2000 fiscal year through August 31, 2000, noting that end-of-year operating expenses are forecast to be at or slightly below what was budgeted. Overall revenue was as budgeted. He noted that for the 7th consecutive year the external audit management letter included no findings, exceptions or recommendations. David especially commended Irene Barrineau for her stewardship and responsiveness regarding the Association's financial operations. He presented the committee's proposed operating budget for 2001. It included no dues increase. He also advised that the Board of Directors had reviewed and endorsed the proposed budget. Printed copies were distributed to members present. David moved the approval of the 2001 budget (Appendix C) as proposed, to include "topping off" the reserve accounts. Motion passed.

Memorial Recognitions
President Lawler called on those present to stand for a period of silent memorial remembrance of Shirley Smith Hendrick and Connie Scott, who died since the last annual meeting.

Resolutions
Resolutions chair Jan Jackson presented special and memorial resolutions (Appendix D) and moved their approval. Motion passed.

Executive vice president Whelan presented and moved a special resolution commending Jan and Frank Santiago for their exemplary contributions as longtime chairs of Regions IX and X. Motion passed.

Local Arrangements
Margit Nance, Local Arrangements chair for the 63rd annual meeting made a presentation on Vancouver, British Columbia, site of the meeting.

Board Actions
President Lawler reviewed key ACHE accomplishments and Board actions during the year: conducted an indepth strategic survey of the concerns and issues facing ACHE members; conducted the first Leadership Institute to provide professional and leadership

development for regional chairs and chair-select; awarded the Association's first regional development grants; conducted a joint membership effort with Alpha Sigma Lambda, conducted the biennial Journal of Continuing Higher Education subscription campaign; made donations to the United Negro College Fund, Alpha Sigma Lambda Foundation, and the American Indian College Fund; and initiated the Marketing and Accelerated Degree Networks.

Awards

Kris Krzyzanski, Chair of the Awards Committee, announced the following awards at the closing awards banquet:

Board of Directors Service	Ron Sundberg Allen Varner Scott Evenbeck
Merit Certificates	
Local Arrangements Chair	Peter Balsamo
Program Chair	Tish Szymurski
Editor of the 1999 *Proceedings*	Rick Osborn
Editor of the *Journal of CHE*	Donna Queeney Barbara Hanniford

Committee/Network Awards

Creative Use of Technology Award

Kansas State University: "KState Online"

Older Adults Model Program Award

Hofstra University: "PEIR"

Association Awards

Distinguished Credit Program

The John Hopkins University: "Undergraduate Certificate in NonProfit Business and Management"

Distinguished Non-credit Program

University of Southern Maine: "Senior College"

Emeritus	Norma R. Long Maury S. Matthews John C. Snider Calvin L. Stockman
Meritorious Service	Jerry H. Hickerson Dale K. Myers Paula E. Peinovich
Leadership	K. Patricia Cross Donna S. Queeney

President Lawler presented the 3rd ACHE Graduate Study Scholarship to Larissa Chuprina, University of Tennessee, Knoxville.

Transition of Presidency

Outgoing President Lawler thanked ACHE members and leaders for their support and assistance during the past year. She especially commended Peter Balsamo and Tish Szymurski for their outstanding work as Local Arrangements and Program Chairs. She called Nancy Thomason forward to accept the gavel and assume the presidency of the Association.

Following the "passing of the gavel" President Thomason expressed the Association's appreciation for Past President Lawler's leadership and service. As a token of appreciation for the support that Widener University gave Pat — and ACHE — during 1999 2000, Nancy presented a check for $1000 to Pat for the continuing education scholarship fund at the university. Nancy then presented Pat with a special presidential service certificate and recognition gift from ACHE.

Adjournment

President Thomason declared the 62nd annual meeting adjourned.

Appendix A
Membership Report
September 30, 2000

	3/31/00	New	Cancelled	9/30/00
AFFILIATE CLASS				
Institutions Represented	8	1	-0-	9
Individual Representatives	14	1	-0-	15
INSTITUTIONAL CLASS				
Institutions Represented	345	15	4	356
Individual Representatives	1364	29	10	1383
PROFESSIONAL CLASS				
Institutions Represented	326	16	13	329
Individual Members	432	22	17	437
HONORARY CLASS				
Individual Members	24	1	-0-	25

Members in 47 states, the District of Columbia, and 11 foreign countries (Canada, Egypt, France, Hawaii, Japan, Kuwait, Mexico, Puerto Rico, Scotland, United Arab Emirates and West Indies). 1860 individuals representing approximately 626 different institutions and organizations.

New Institutional Members

Becker College – 1
Bergen Community College – 3
California Polytechnic State University 9
Community College of Rhode Island – 1
Daniel Webster College – 1
Governors State University – 6
Husson College – 1
Illinois State University – 6
Marymount College – 2
Massachusetts Bay Community College –1
University of Central Arkansas – 7
University of Detroit Mercy – 6
University of Missouri-Kansas City – 8
Valdosta State University – 7
Worcester State College – 1

Cancelled Institutional Members

Champlain College – 1
Montana State University – 11
Mt. St. Mary's College – 9
San Diego State University – 9

New Affiliated Member

District Council 37 Education Fund 3

New Professional Members

Auwarter, Jeri – 2
Binkley, Mark S. – 7
Broome, Charlotte S. – 7
Burillo, Madeline – 7
Cooper, Olivia S. – 1
Dexter, Norman – 8
Gosla, Pamela Kaye – 1
Hirowatari, Shuichi – 9
Kaufman, Allen J. – 7
McNally, Patty – 6
Norsworthy, Gary 7
Peterson, Luanne – 6
Rollans, Mary Ann – 7
Shadle, Carolyn C. – 10
Shearer, Regina 1
Sinclair, Jack – 4
Trebnik, John P. – 6
Whitlatch, Ann W. – 1

Kolbusz, Marilyn – 6
Landon, Jennifer L. 1

Cancelled Professional Members
BaillyBurton, Paula – 1
Borgen, Wally – 2
Collins, Michelle – 4
Curley, William – 4
Cutright, Pamela – 5
Feeney, Paulette – 9
Foyle, Kathleen – 6
Kasta, Donald – 8
Kramer, Deirdre – 8
Lewis,Janet – 8
Russo, Charlene – 3
Savage, Alicia – 3
Skotvold, Kathleen – 8
White Walker, Kaye – 8
Williams, Robert – 2
Wood, Jo 7
Zook, Fred – 9
Wise, Terry S. – 6
Yong Chung Shien, Vincent – 9

Members By Region
As of
September 30, 2000

Region	Institutional/ Affiliate	Professional/ Honorary	Total
Region I	163	49	212
Region II	108	23	131
Region III	58	23	81
Region IV	153	49	202
Region V	156	34	190
Region VI	107	96	203
Region VII	465	90	555
Region VIII	105	38	143
Region IX	34	35	69
Region X	24	12	36
Region XI	25	13	38
Total	1398	462	1860

Appendix B

Income Financial Summary

INCOME:	**8/98**	**8/99**	**8/00**
Institutional Dues	$ 74,98	$ 80,16	$ 89,728
Professional Dues	17,436	17,000	14,820
Miscellaneous			
Publications	4,846	2,854	2,494
Application Fees	1,700	2,600	1,300
Other	2,441	2,507	2,270
Interest, Dividends, & Increase in Investment Value	3,938	22,618	15,436
Balance from Previous Annual Meeting	-0-	17,080	19,021
Total Income to Date	$105 ,341	$144,820	$145,069

EXPENSES:	**8/98**	**8/99**	**8/00**
Publications			
Newsletter	4,682	6,602	7,044
JCHE	9,999	7,609	10,713
Directory	10,240	9,722	10,626
Proceedings	____	2,912	3,816
Total	24,921	26,845	32,199
Office Expenses			
Secretarial	20,692	18,680	29,179
Office Supplies	2,035	829	1,058
Printing & Duplicating	570	725	1,233
Telephone	1,318	2,264	1,932
Postage	1,046	2,203	1,829
Computer Service	-0-	-0-	-0-
Accounting	875	4,700	5,395
Insurance	0	0	1,732
Computer Operator	2,340	5,794	4,663
Miscellaneous	372	298	701
Total	29,248	35,493	47,722
Travel			
General	261	78	666
Board Meetings	9,401	10,089	12,452
Presidential	5,929	4,579	2,798
Total	15,591	14,746	15,916
Honorarium			
Executive Vice President	3,164	3,291	3,422
Total	3,164	3,291	3,422
Administrative Expenses			
Committees	1,564	2,549	1,121
Annual Meeting			
Recognition & Awards	-0-	231	58
Executive VP	-0-	-0-	-0-
Presidential	-0-	-0-	-0-
Dues COLLO	200	-0-	-0-
Administrative Charge	3,000	4,000	4,500
Total	4,764	6,780	5,679
Regional Stipends			7,017
Total			7,017
Grand Total	77,688	87,155	111,955

Financial Status

Accounts as of 8/31/00

Cash in Bank – Checking	$ 4,614	
Invested Reserves	111,267	
Total		$115,881

Fund Balances		
Emergency	$ 10,000	
Development/Venture	598	
Capital	15,000	
Transition	25,000	
Total Designated Reserves	$ 50,598	
Total Operating Reserves	$ 65,283	
Total		$115,881

Expenses	1998 Actual	1998 Budget	1999 Actual	1999 Budget	2000 8/31	2000 Budget
Publications						
Newsletter	7,000	7,526	7,500	8,552	8,000	7,044
JCHE	12,200	13,779	13,200	14,634	13,690	10,713
Directory	9,200	10,240	9,200	9,722	10,000	10,626
Brochure	1,622	-0-	-0-	-0-	2,100	-0-
Proceedings	4,600	-0-	4,600	3,624	4,600	3,816
Office Expenses						
Secretarial	34,700	38,775	35,500	28,318	37,630	29,179
Office Supplies	3,500	3,733	3,400	2,271	3,000	1,058
Printing/duplicating	1,500	571	1,400	765	1,500	1,233
Telephone	1,500	1,534	1,944	2,799	3,000	1,932
Postage	1,400	1,046	1,700	2,399	2,000	1,829
Computer Services	300	-0-	300	-0-	300	-0-
Accounting	4,600	4,175	5,425	6,400	5,875	5,395
Liability Insurance	3,100	1,732	1,800	1,732	1,800	1,732
Computer Operator	7,000	4,257	7,500	6,304	8,250	4,663
Miscellaneous	500	582	500	430	500	701
Travel						
General	1,800	1,317	1,800	2,562	1,800	666
Board Meetings	8,500	9,501	9,000	10,089	12,000	12,452
Presidential	4,000	5,929	5,000	4,579	5,000	2,798
COLLO	150	-0-	150	-0-	150	-0-
Honorarium						
Executive VP	6,328	6,328	6,581	6,581	6,844	3,422
Administrative Expenses						
Nominations/Elections	1,300	1,196	1,300	1,047	1,300	1,120
Research Committee	3,000	1,867	3,000	1,500	3,000	-0-
Annual Meeting						
Recognition & Awards	2,200	1,524	2,200	1,971	2,200	58
Executive VP	400	593	400	39	400	-0-
Presidential	400	200	400	90	400	-0-
Dues – COLLO	200	200	200	-0-	200	-0-
Administrative Charges	3,000	3,000	4,000	4,000	4,500	4,500
Replenish Dsgnd Reserves	7,000	3,000	3,000	3,000		
Regional Stipends					6,660	7,017
Total	131,000	119,425	131,000	120,408	149,699	111,955
Capital Fund		-0-		-0-		318
Development Fund		24,388		1,560		14,403
		143,813		151.968		126,676

Appendix C

2001 Budget

INCOME:		
Institutional Dues	$	93,600
Professional Dues		19,500
Miscellaneous		8,000
Interest, Dividends, and Increase in Investment Value		22,000
Annual Meeting Income		13,000
Total Income		$156,100

Institutional Dues	$260	Journal Subscriptions	$40/$50
Affiliate Dues	$260	Proceedings Subscriptions	$17/$20
Additional Members	$ 25		
Professional Members	$ 60		

EXPENSES		
Publications	Newsletter	9,600
	JCHE	15,500
	Directory	11,000
	Brochure	-0-
	Proceedings	4,600
Office Exp.	Secretarial	38,950
	Office Supplies	3,000
	Printing & Duplicating	1,500
	Telephone	3,000
	Postage	2,200
	Computer Services	300
	Accounting	6,100
	Liability Insurance	1,800
	Computer Operator	9,407
	Miscellaneous	725
Travel	General	1,800
	Board Meetings	12,000
	Presidential	5,000
Honorarium	Executive Vice President	7,118
Administrative	Committees/Nominations/Elections	1,300
	Research Committee	3,000
	Annual Meeting/Recognition and Awards	2,200
	Executive Vice President	400
	President	400
	Administrative Charge	5,000
	Replenish Designated Reserves	3,000
Regional Stipends		7,200
	Total Expenses	$156,100

Appendix D

Resolutions 2000

Resolutions of Appreciation

BE IT RESOLVED that the Association in convention assembled express its congratulations and deep appreciation to Tish Szymurski, chair of the 2000 Program Committee, and to her colleagues on the committee for providing the Association with a "diverse, substantive, current, practical" and—most important—*playful* program. Truly "jam-packed with 'nuts and bolts," this program has allowed each one of us the opportunity to build a conference program that is specific to our needs and interests and ready for immediate implementation when we return home. As continuing educators in the new millennium, we are continually supported throughout this program in our quest to share our vision and lead the way.

BE IT RESOLVED that the Association in convention assembled express its gratitude and appreciation to Peter Balsamo, chair of the 2000 Local Arrangements committee, to his colleagues at Coastal Carolina University, and to the numerous South Carolina institutions that joined Coastal Carolina in hosting us in beautiful Myrtle Beach, the center of activity for the Grand Strand. The hospitality of these very excellent hosts has accommodated our every need, comfort, and whim. From golf to gardens, alligators to aquaria, and beaches to Broadway, Myrtle Beach has provided an awesome and entertaining backdrop for our 2000 meeting. Clearly, 'tis only a bland man who can't stand the Grand Strand! (Perhaps with the promise of better weather, we'll consider returning again!)

BE IT RESOLVED that the Association in convention assembled acknowledge its profound appreciation to President Patricia Lawler and to the Board of Directors for their outstanding leadership during the 19992000 year. Her presidency and the contributions of the Board have added significantly to the leadership of the Association within the continuing higher education community. By sharing their vision, each of them has helped lead the way in shaping our profession as we settle into the 21st century.

BE IT RESOLVED that the Association in convention assembled acknowledge the consistently excellent level of service provided by Wayne Whelan as executive vice president and Irene Barrineau as administrative assistant and office manager of our home office. Through their attentiveness to our needs, responsiveness to our requests, and awareness of the trends, issues, and concerns which affect our profession, they continue to provide high quality leadership and service to the Association. BE IT FURTHER RESOLVED that Wayne and Irene be commended for their continuing efforts in producing our increasingly informative newsletter, *Five Minutes with ACHE.*

BE IT RESOLVED that the Association in convention assembled commend Barbara Hanniford, editor of *The Journal of Continuing Higher Education,* and her staff at Kent State University for maintaining the high standards of excellence for which the Journal is known. The transition of the home office for the Journal last year from Penn State to Kent State was remarkably seamless, and Barbara and her excellent editorial board are clearly continuing the tradition of producing an exemplary journal to document both research and practice in our profession.

BE IT RESOLVED that the Association in convention assembled commend Rick Osborn, editor of the 1999 Proceedings, and his staff at East Tennessee State University for their diligent work in editing and publishing a most readable account of our 1999 meeting in Cincinnati, Ohio. Further, as Rick steps down as editor this year, we thank him for having made this task a multi-year commitment and for helping preserve in written form an accurate record of past annual meetings.

BE IT RESOLVED that the Association in convention assembled extend to Sammie Lynn Puett, Gayle Cooper, and the University of Tennessee its sincere appreciation for the continued maintenance of the ACHE listserv, and excellent communication and networking vehicle among the membership.

BE IT RESOLVED that the Association in convention assembled commend Kris Krzyzanski of Wayne State University for his many contributions as chair of the ACHE awards committee. As Kris steps down as chair, we acknowledge the leadership he has provided in this capacity for the past several years, noting that—under Kris' leadership—the ACHE awards process has served to bring significantly greater public attention to the Association and encourage increased attention among members to the importance of excellence in programming and to the recognition of leaders within the profession.

BE IT RESOLVED that the Association in convention assembled express its appreciation to President Keith Blanton and the South Carolina Association of Higher Education for their active support of the Association's 62nd annual meeting. President Blanton and SCAHCE have made extraordinary contributions toward the success of the Myrtle Beach meeting.

BE IT RESOLVED that the Association in convention assembled acknowledge with gratitude the Executive Committee and members of ACHE Region VII for hosting a continental breakfast at the 62nd annual meeting. Their generosity has given us the ideal opportunity to experience first hand Region VII's inimitable Southern hospitality.

Resolutions – Special Tribute

BE IT RESOLVED that the Association in convention assembled express special thanks to retiring members of ACHE, Norma Long (the Renaissance Institute of the College of Notre Dame), Maury Matthews (Auburn University), John Snider (The University of Alabama), and Calvin Stockman (most recently, Grand Valley State University) for their years of commitment, friendship, and service to this association and our profession. We wish them all the best as they enter the next phase of their "careers" and, as official emeritus members of ACHE, we hope they will find time between golf, grandchildren, reading, polo, volunteering, consulting, writing, hot-air ballooning, etc. to attend the ACHE annual meetings in the future. It won't be the same without them!

BE IT RESOLVED that the Association in convention assembled express its sincere appreciation to Jan Jackson of California State University, San Bernardino and Frank Santiago of Brigham Young University as they close their respective tenures as chairs of Region IX and Region X. Jan and Frank have served as chairs since 1986, consistently demonstrating leadership and commitment beyond the call of duty. Their tireless endeavors to strengthen their respective regions included arranging for special regional activities and hosting the Association's annual meetings: Frank in Salt Lake City in 1975 and 1988, and Jan in Palm Desert in 1996. Their thoughtful and entertaining regional reports at the annual meetings will continue to serve as inspirations for all their colleagues and friends.

Resolutions in Memorium

BE IT RESOLVED that the Association in convention assembled notes with deep sadness the death of Dr. Shirley Smith Hendrick, Penn State University. Shirley provided exceptional leadership to her students, her institution, and ACHE. She chaired ACHE's International Continuing Higher Education Committee and the 1999 Annual Meeting Program Committee, and served 2 years as Director-at-Large. She played a key role when Penn State hosted the 1997 Annual Meeting. We extend our sympathy to her family, friends, colleagues and students who will miss her sparkling sense of humor, quiet leadership, and unwavering commitment to lifelong learning.

BE IT RESOLVED that the Association in convention assembled notes with deep sadness the death of Connie Scott, longtime Associate Dean of the Evening School at Rider University and a major contributor to ACHE Region IV leadership and activities. She retired from Rider University in 1980. We extend our sympathy to her family, and to her many colleagues at Rider University.

Appendix E

Nominations Committee Report

Scott Evenbeck, Chair

The results of the election for officers and directors were the following:

President Elect:	Robert Leiter
Vice President:	Allen Varner
directors-at-large:	Philip Greasley
	Denise Hart
	Charlene Martin

Current President-Elect Nancy Thomason automatically assumes the Presidency at the Myrtle Beach annual meeting.

Appendix F

Publications Committee Report

Robert J. DeRoche, Chair

The primary purpose of the ACHE's Standing Committee on publications is to review the various publications of ACHE and to make recommendations to ACHE's Board of Directors regarding format, content, design, frequency, and appropriateness of each.

The Journal of Continuing Higher Education

The most significant event for the Journal in 19902000 was the transition of the editor position from Donna Queeney to Barbara Hanniford of Kent State University. Because of the good working relationship between the two, the transition went very smoothly. Prior to her resignation Donna submitted to the Board the names of renewals and new nominees to the Editorial Board. Names, schools, and terms of Editorial Board members appear in each issue of the Journal. Barbara, with input from the ACHE Board and the Publications Committee, has made some cosmetic changes to the Journal that streamline its look. Her editorship is off to a great start while keeping the traditions which have made the Journal a quality publication.

At the Publications Committee meeting in Cincinnati, Paul Sable reported on the new subscription campaign to be conducted in early 2000. Paul solicited input and suggestions for this project and worked with the home office on the format and mailing of the brochure. Early indications are that this will be another successful campaign.

Proceedings

The 1999 Proceedings of the 61st Annual Meeting of ACHE held in Cincinnati, Ohio, was published and mailed on time under the editorial leadership of Rick Osborn of East Tennessee State University. We appreciate Rick's work on this important publication.

Five Minutes with ACHE

"Five Minutes" is our newsletter aptly written by Wayne Whelan and Irene Barrineau of the home office. Members appreciate the newsletter. The Committee suggested that the Regions provide more news for the newsletter, and the Association's web address appear on all publications.

ACHE Directory

The Directory, prepared by the home office, is an important resource for members. Feedback from the membership indicated this is one of the most valuable resources provided to members.

Appendix G

Research Committee Report

Edna Farace Wilson, Chair

Three awards presentated at the 2000 Annual Meeting:

- Edmund Ferszt, "Development of Multi Point Criteria for Assessing Learning Outcomes from web-based Courses"
- Denise Hay, "Employer Expectations of Undergraduate Achievement: Comparison of the Accelerated Degree Program to the Traditional Undergraduate Program"
- Thomas Underwood, "Professionalization of Victim Assistance: Role of Adult and Continuing Education"

The Research Committee also sponsored a session at the 2000 Annual Meeting to encourage research among professionals in continuing education: Ray Campbell and Lynn Penland presented a sessesion entitled "Collaborating for Research".

The Research Committee promoted the research proposal funding in several ways. Information on the availability of research funds was announced on several listservs, at regional ACHE meetings and research conferences.

During the past year, the committee developed a web page which is located on Philadelphia University's server and linked to the ACHE home page.

There is a steady increase in the number of research proposals. The research review team considered 14 proposals this past year. There is a growing number of doctoral candidates seeking funding to support their dissertation research.

The research review team selected three recipients for 2000. Presentations will be made at the 2001 Annual Meeting by:

- Jeanette Bartley, doctoral candidate, University of Cincinnati
- Roxanne Gonzales-Walker, College for Lifelong Learning, doctoral candidate, University of Massachusetts Boston
- Dr. Carol Kasworm and Dr. John Pettitt, North Carolina State University

Appendix H

Community And Two-Year College Network

Ruth M. Romano, Convenor

The Community and Two-Year College Network will meet in Myrtle Beach during the 2000 annual conference to explore the "Seven Habits of Highly Effective Continuing Education Offices in Community Colleges". CE offices at community colleges are charged with a variety of duties and responsibilities. How these offices become vital parts of their institutions will be discussed. Each college representative will share what has worked and what hasn't worked for their college communities, local businesses and industries, and their larger service regions. Additionally, discussion will focus on sharing secrets about public relations for CE offices. Finally, they will discuss CE resources such as associations, foundations, organizations, networks, etc..

The Network will create a ListServ to allow participants to share information about innovative projects, seek assistance from one another, and keep in touch.

Appendix I

Network Team For Instructional Technology And Distance Learning

Annual Report: 1999-2000

The team had an active and interesting year. Team conferences were held on four occasions via audio teleconference. In addition to the normal tasks of the team, numerous group discussions were held relating to a number of current program and technological issues facing the members.

Topical Interests of the Team

Discussion centered around topical interests and information needs of the team. These included the current uses of television and DVD technologies, CATV use, partnerships with private organizations, Internet course delivery, changing service needs, and new management issues.

Topics of interest to the group and discussed over the past year included:

- interactive web videoconferencing software
- technology fees
- tuition charges
- staffing changes
- organization issues
- online courses
- online vendors
- the new online course environment
- SREC
- recruitment of adjuncts
- course cartridges, courselets
- course time frames
- support infrastructure
- non-credit offerings
- online degrees

Software and systems that were covered in the group discussions included Peoplesoft, WebCT, Centra, CourseInfo, KState online, Blackboard, Classpoint, Rotor, SCT.

Innovative Use of Technology Award

The team managed the process for the Innovative Use of Technology Award again this year. Judges Michele Shinn, Will Hein, and Mary Bonhomme reviewed the applications and selected this year's winner, Kansas State University for the KState Online. The award will be announced at the annual conference and presented at the banquet.

Web Site Review
The tech team discussed the website and suggested some changes to the design and composition of the web site. They also suggested that the website should be promoted to the association membership. The proposed initial redesign of the website is at the address in the next paragraph, and its disposition is pending for next year's team decisions.
ListServ
The team initiated a listserv this year for individuals involved in the technical support of online instruction. The general membership of ACHE are invited to have their staff who are involved with online instructional systems and tools to join the listserv to learn and to share expertise. Listserv information can be found at www.auburn.edu/outreach/dl/dlearn/ache.

Appendix J

Marketing Network

John Kokolus, Convenor

The ACHE Marketing Network got off to a rather slow start in 1999 – 2000. By June 2000, however, a listserv was established at the University of Southern Mississippi by member Katherine K. Bailey. Fourteen individuals from many institutions participated in the listserved network.
Topics discussed included:
1. Market research through
   - telephone surveys of non-enrolled prospects
   - use of marketing classes to conduct research
   - surveys of local businesses' interest in credit classes
   - sourcing leads
   - use of focus groups
   - informal research
   - some conducted through centralized college offices
2. Programmatic development surveys
   - MBA surveys exchanged among members
3. Focus groups
4. Competion and rapidly changes content
5. Using trackers to record and report on web site traffic

Appendix K

Minority Affairs Network

Barbara A. Roseboro, Convenor

The Minority Affairs Network met in Cincinnati, Ohio at the Annual ACHE meeting in November 1999 and agreed to elect a convenor for the group. Barbara A. Roseboro, Region VI, Wayne State University was elected as convenor. Gwen Dooley, Mississippi State, was appointed as Network representative to serve on the 2000 program planning committee.

The Network decided the committee would no longer sponsor a breakfast at the annual meetings but rather a luncheon with a speaker. The 1999 Minority Affairs Breakfast was well-attended. The guest speaker was Dr. Fletcher, Interim President of Jackson State University, Jackson, Mississippi.

Barbara Roseboro submitted a proposal to the Executive Committee of ACHE for funding to sponsor the Minority Affairs Luncheon speaker. The committee approved a $1500 minigrant in order to fund this activity. The speaker for the 2000 annual meeting luncheon is Dr. Lori Arviso Alvord, Associate Dean of Student and Minority Affairs at Dartmouth Medical School. She is Native American.

The Network is also sponsoring a workshop at the 2000 annual meeting: "Professional Development Strategies: Getting Out of the Minority Box" on Tuesday, October 17, 2000, 2:15 p.m. – 3:45 p.m. This will be an open discussion led by Network members.

Appendix L

Older Adult Learning Network

Judith K. DeJoy, Convenor

The OAL Network again worked to sponsor the "Exemplary Model Program Award" application process, and the award-winning program will be presented at the annual OAL Network meeting on Sunday, October 15th, during the 2000 ACHE Annual Meeting. The award winner, Professionals and Executives in Retirement (PEIR) is a strong and creative example of older adult programming and will provide an interesting forum for audience discussion.

OAL Network is also sponsoring a panel presentation, "A Fresh Approach to Older Adult Programming: Reconnect and Rejuvenate," on Tuesday, October 17th, 2:153:45pm. The panel members (members of the OAL Network) will identify examples of existing programs and facilitate discussion and small group work on specific areas of program growth and development.

Future objectives for the Network include determining how to develop an agenda that reflects the different perspectives on older adult programming which best serves the ACHE membership

Appendix M

Professional Development Network

Jerry Ann (Jan) Smith, Convenor

During the 1999–2000 term, the Professional Development Network sent out a call for applications for the 2000 ACHE Scholarship. The Network received and reviewed three applications and made its recommendation to the Board of Directors in spring 2000. More effective strategies for publicizing the availability of the scholarship will be explored at the Network meeting in Myrtle Beach.

The Network web site was updated with current network information and its purpose. The web site is: http://www.uga.edu/cpp/ACHEnetwork.htm. The site links to the scholarship guidelines and application form. The Network will review and update the guidelines and application.

The purpose of the network is to foster continuing professional development for ACHE members. At the 2000 Annual Meeting session on Sunday, October 15, at 8:30 a.m., the Professional Development Network committee members will discuss "Once a Professional, Always a Professional?" The question "How do we uphold professional status?" will be discussed. Committee members also will address possible activities during the 2000 – 2001 term.

Appendix N

Region IX Report

Jan Jackson, Chair

The following is an illustration of why it just doesn't work to advertise for the replacement of an ACHE Regional chair. Region IX, which includes California, Arizona, and Nevada, also has as part of its service region Hawaii and Asia. As the story goes, a few years ago when Jan Jackson, Chair of Region IX, sent out a flyer throughout the region seeking her replacement, she received in the mail the following letter from a gentleman in Namsung, Korea, reportedly a small farming community between Seoul and Pusan. Indeed, some things simply don't translate.

Dear Mr. Jackson:

I cannot tell you how excited I was to see posted at my laundromat an advertisement for a Region IX Ache Chair. However, before I purchase one, I have many questions I hope you can answer for me. I think I have confusion.

First, I want to know where is Region IX ache? I hope it is in lower part of back at bottom of spine because I have very much ache there as I have worked as a farmer most of my life. My mother-in-law, however, she hopes Region IX is at lowest part of intestinal digestive tract since her ache is there. *(Jan points out this is actually Frank Santiago's Region—Region X.)* If not, are there other ache chairs for other body regions?

Second, how does Region IX Ache Chair work? The advertisement says Region IX Ache Chair must be able to handle money. My wife says this is just like American Motel 6 Magic Fingers bed where you put in quarter and get massage. Is this right? If so, will Ache Chair handle non-American coins?

Third, the advertisement mentions that there can be some travel for Ache Chair. Does this mean it is portable and, if so, can Region IX chair be securely stowed under the seat in front of me or fit comfortably in one of the overhead compartments? Also, this reminds me: do you know if Region IX chair have cup-holder and place for storing TV remote control?

Fourth, I read in the advertisement that in the spring Region IX Ache people get together for a meeting, and support for the Region IX Ache people is provided. Where is such a meeting held because I definitely want to attend? I LOVE America…there is a support group for *everything*!

Final question: the advertisement says "Region IX Ache Chair" like there is only one. Is there only one Region IX Chair available? If so, can more be made? If only one was available and someone else with Region IX Ache has already bought it, is the one for my mother-in-law's ache still available? (However, my mother-in-law is not so small; do you also make Region ache sofas?)

Thank you for answering my questions about Region IX Ache Chair. I hope to hear from you soon with some very good news concerning my own personal Region IX ache.

Sincerely,
Lee, Sung-Yae

Appendix O

Program Committee

Tish Szymurski, Chair, Drexel University
Peter Balsamo, Chair, Local Arrangements Committee, Coastal Carolina University
Mary S. Bonhomme, Florida Institute of Technology
Carolyn W. Champion, University of South Carolina
Pamela J. Collins, Eastern Illinois University
Gwen Dooley, Jackson State University
Daniel Dowdy, Mary Baldwin College
Judy Fontana, Coastal Carolina University
Denise M. Hart, Fairleigh Dickinson University
Arthur Hoover, Eastern Michigan University
Barbara J. Hoskins, Clemson University
Roger G. Maclean, University of Wisconsin-Madison
Trenna Metts, Tri-County Technical College
Joseph Nairn, Rochester Institute of Technology
Elizabeth Simeone, Coastal Carolina University
Jim Vondrell, University of Cincinnati
John M. Yates, Murray State University

Appendix P

Officers, 1999 – 2000

President
Patricia A. Lawler, Widener University

president-elect
Nancy Thomason, East Central University

Vice President
Robert B. Leiter, University of Tennessee, Knoxville

Immediate Past President
Scott Evenbeck, Indiana University – Purdue University at Indianapolis

Executive Vice President
Wayne L. Whelan, Trident Technical College

Board of Directors

Ronald G. Blankenstein
College for Lifelong Learning

David Copeland
Jacksonville State University

Denise M. Hart
Fairleigh Dickinson University

Pamela Murray
Mary Baldwin College

Barbara A. Roseboro
Wayne State University

Ronald Sundberg
Elmira College

Allen Varner
Indiana State University

Oakley Winters
Western Carolina University

Regional Chairs

Region I
Roxanne Gonzales
College for Lifelong Learning

Region II
Thomas Fuhr
SUNY – Potsdam

Region III
Lisa R. Braverman
New York Institute of Technology

Region IV
Rennie Andrews
Rosemont College

Region V
Daniel Dowdy
Mary Baldwin College

Region VI
Barbara Roseboro
Wayne State University

Region VII
Karen Howell
CNA Insurance

Region VIII
Melba Acheson
University of Nebraska at Omaha

Region IX
Jan Jackson
CSU San Bernardino

Region X
Frank Santiago
Brigham Young University

Region XI
Larry McMillin
Northwest Nazarene University

Appendix Q

Roll Of Past Presidents And Annual Meetings

Year & Place	President	Institution
1939 New York	Vincent H. Drufner	University of Cincinnati
1940 Omaha	A. Caswell Ellis (acting for Drufer, deceased)	Cleveland College
1941 Cleveland	A. Caswell Ellis	Cleveland College
1942 Buffalo	George Sparks (acting for A.L. Boeck, resigned)	Georgia State University
1943 Chicago	George Sparks	Georgia State University
1944 Pittsburgh	Norman P. Auburn	University of Cincinnati
1945 Philadelphia	Lewis Froman	University of Buffalo
1946 New York	Henry C. Mills	University of Rochester
1947 Minneapolis	F.W. Stramm	University of Louisville
1948 New Orleans	Rollin B. Posey	Northwestern University
1949 Cincinnati	Herbert Hunsaker	Cleveland College
1950 Denver	Frank R. Neuffer	University of Cincinnati
1951 Detroit	Robert A. Love	City College of New York
1952 Atlanta	Cortell K. Holsapple	Texas Christian University
1953 St. Louis	Henry Wirtenberger, S.J.	Cleveland College
1954 Milwaukee	Willis H. Reals	Washington University
1955 New Orleans	John P. Dyer	Tulane University
1956 New York	George A. Parkinson	University of Wisconsin
1957 Montreal	William H. Conley	Marquette University
1958 Louisville	Alexander Charters	Syracuse University
1959 Pittsburgh	Richard A. Mumma	Johns Hopkins University
1960 San Francisco	Kenneth W. Riddle	Drexel University
1961 Cleveland	Richard A. Matre	Loyola of Chicago
1962 Miami	Daniel R. Lang	Northwestern University
1963 Boston	Richard Deter, S.J.	Xavier University
1964 St. Louis	Earnest S. Bradenburg	Drury College
1965 Dallas	Ralph C. Kendall	University of Toledo
1966 Buffalo	Richard F. Berner	State University of New York, Buffalo
1967 New Orleans	Ernest E. McMahon	Rutgers University
1968 San Francisco	William Huffman	University of Louisville
1969 Washington, DC	Raymond P. Witte	Loyola of New Orleans
1970 Montreal	Clarence Thompson	Drake University
1971 Des Moines	Joseph Goddard	University of Tennessee
1972 New York	William T. Utley	University of Nebraska at Omaha
1973 Chicago	Hyman Lichtenstein	Hofstra University
1974 New Orleans	Carl H. Elliott	TriState University
1975 Salt Lake City	Alban F. Varnado	University of New Orleans
1976 Philadelphia	Richard Robbins	Johns Hopkins University
1977 Montreal	William Barton	University of Tennessee
1978 Fort Worth	James R. McBride	Canadian Bureau for International Education
1979 Toronto	Lewis C. Popham, III	State University of New York, Oswego
1980 Knoxville	Gail A. Nelcamp	University of Cincinnati
1981 Los Angeles	Frank E. Funk	Syracuse University
1982 New Orleans	Leslie S. Jacobson	Brooklyn College
1983 Dallas	Louis E. Phillips	University of Georgia
1984 Boston	Wayne L. Whelan	University of Tennessee at Knoxville

1985 Atlanta	Frank Santiago	Brigham Young University
1986 Philadelphia	Stanley J. Gwiazda	Drexel University
1987 Indianapolis	Nicholas E. Kolb	Indiana University of Pennsylvania
1988 Salt Lake City	Hal Salisbury	Trident Technical College
1989 Charleston	Peter K. Mills	Nova University
1990 Miami	John Michael Sweeney	Fairfield University
1991 Seattle	Sam C. Bills	University of Tennessee at Knoxville
1992 Milwaukee	Nancy F. Gadbow	Nova University
1993 Jackson	Jan Jackson	California State UniversitySan Bernardino
1994 Toronto	James H. Vondrell	University of Cincinnati
1995 Kansas City	Ronald D. Ray	South Carolina State University
1996 Palm Springs	Norma R. Long	College of Notre Dame of Maryland
1997 University Park	Paula E. Peinovich	Regents College
1998 Fort Worth	Dale K. Myers	Thomas More College
1999 Cincinnati	Scott Evenbeck	Indiana University-Purdue University @Indianapolis
2000 Myrtle Beach	Patricia A. Lawler	Widener University

Appendix Q

Citations For Leadership

Year	Place	Recipient
1965	Dallas	Alexander Liveright
1966	Buffalo	Cyril O. Houle
1967	New Orleans	John P. Dyer
1968	San Francisco	Frank R. Neuffer
1969	Washington, DC	Edwin H. Spengler
1970	Montreal	Richard T. Deters, Daniel R. Lang
1971	Des Moines	Howell W. McGee
1972	New York	Robert F. Berner
1973	Chicago	Alexander N. Charters, Ernest E. McMahon
1974	New Orleans	(no award given)
1975	Salt Lake City	Paul Sheats
1976	Philadelphia`	(no award given)
1977	Montreal	(no award given)
1978	Fort Worth	John B. Ervin
1979	Toronto	J. Roby Kidd
1980	Knoxville	(no award given)
1981	Los Angeles	MacNeilLehrer Report
1982	New Orleans	Joseph P. Goddard, Adele F. Robertson
1983	Dallas	(no award given)
1984	Boston	Grover Andrews
1985	Atlanta	(no award given)
1986	Philadelphia	Leslie S. Jacobson
1987	Indianapolis	Louis Phillips
1988	Salt Lake City	(no award given)
1989	Charleston	(no award given)
1990	Miami	(no award given)
1991	Seattle	Roger Hiemstra
1992	Milwaukee	(no award given)
1993	Jackson, MS	Sam C. Bills, Calvin L. Stockman
1994	Toronto	(no award given)
1995	Kansas City, MO	Robert Simerly
1996	Rancho Mirage, CA	Clifford Baden, Morris Keeton
1997	The Pennsylvania State University	Henry Spille
1998	Fort Worth, TX	(no award given)
1999	Cincinnati	Robert Kegan
2000	Myrtle Beach	K. Patricia Cross, Donna S. Queeney

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